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FROM

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SIXTEEN VOLUMES.

— (5.—*PART I.*) —

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EDUCATION (IRELAND);
NATIONAL EDUCATION (IRELAND).

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REPORT

UPON THE

ROYAL DUBLIN SOCIETY,

THE MUSEUM OF IRISH INDUSTRY,

AND THE

SYSTEM OF SCIENTIFIC INSTRUCTION

IN IRELAND.

OCTOBER, 1862.



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REPORT.

ROYAL DUBLIN SOCIETY.

THE Royal Dublin Society had its origin in a private Association, formed in A.D. 1731, "for improving Husbandry, Manufactures, and other useful Arts and Sciences." The Association was incorporated in 1749, and by successive Acts of the Irish Parliament it was intrusted with the formation and management of Drawing Schools, a Botanic Garden, and a Museum of Natural History. In order to make the two last-named Establishments more useful for educational purposes, professorships were established in Botany, Chemistry, Mineralogy, and Natural Philosophy; and as books were required for the use of the Teachers and Students, a library was formed, which gradually acquired a more extended public character. Until 1836 the business of the Royal Dublin Society was transacted by the body at large; but in that year a Select Committee of the House of Commons reported upon the Institution, and, among other improvements recommended by them, an Executive Council was formed to conduct the affairs of the Society under the control of the body at large. In 1854 the Society was relieved from the superintendence of its educational staff, in order that the latter might be made available to the public for instruction by means of the illustrations of the two separate Museums of the Royal Dublin Society and of Irish Industry; but a right of admission was reserved in favour of the Members of the Royal Dublin Society to all lectures similar to those previously given, whether they took place in the Theatre of the Society or in that of the Museum of Irish Industry. In consideration of their advanced period of life, the existing Professors of Chemistry and Mineralogy were exempted from this arrangement, upon the understanding that successors would not be appointed to them; but on the decease of the Professor of Chemistry, permission was given for the appointment of a successor to him at the Royal Dublin Society, with especial reference to the application of Chemical Science to the improvement of Agriculture.

After this brief sketch of the history of the Royal Dublin Society, we shall describe its present position more in detail under the following heads, adding such remarks upon each as appear to us to be called for :—

Constitution of the Society.
 Finances of the Society.
 Museum.
 Library.
 School of Art.
 Botanical Garden.
 Agricultural Department.

I.—*The Constitution of the Society.*

Members are freely elected without distinction of religion or class, subject to the payment of the following fees:—

	£	s.	d.
Annual Subscription (with £3 3s. Entrance Fee),	2	2	0
Life Composition,	21	0	0

There are at present 844 Life and 334 Annual Members, making together 1,178. The work of the Society is chiefly done by eight Standing Committees, among whom the business is divided. The Council consists of the seven Vice-Presidents and two Honorary Secretaries, of nine Members elected by the Society (not being Members of any of the Standing Committees), and of two Members chosen by, and out of, each of the Standing Committees, being thirty-four Members of Council in all. Any order of the Council may be rescinded at a meeting of the Society, after notice has been given in a prescribed form.

This organization has been productive of some remarkable results. The Society is supported by a large constituency, residing in every part of Ireland and representing every Irish industry; all that takes place in connexion with the Society, therefore, speedily becomes an object of general interest, and secures an amount of co-operation which cannot be expected in the case of more isolated institutions. The Museums are chiefly composed of private donations, and the business of the Society is transacted in its Committees and Council and Monthly Meetings, with a zeal and activity, and regularity of attendance, which we believe to be very unusual.

One great defect of this constitution has, however, come

fully to light. In the case of other large Societies with considerable sums of money to disburse, and numerous officers to control, full powers are vested in an Executive Council acting on behalf of the Society. The absence of any such provision in this instance has prevented the Council from acting with the decision and confidence which it would otherwise have done, and has led to insubordination on the part of some of its officers. It has also impaired the general usefulness of the Society in this respect. The Government cannot properly intrust the Society with the disbursement of public money, without being assured that every necessary condition will be carefully observed, and it is obvious that this assurance cannot exist while all the decisions of the Council are liable to be reversed by a popular vote.

The Council of the Royal Dublin Society recently appointed a Committee to review the official correspondence which had arisen out of this state of things; and a Report has been made, of which what follows is an extract :—

“ Having thus gone into a short sketch of the origin and gradual growth of the Society, we have now to call the Council’s attention to the important intimation that the Treasury are of opinion that, from certain facts which have come before them, the executive body of this Society (the Council) does not possess adequate control over the general management of the affairs of the Society, and in particular over its officers; and that, to insure full security for the proper appropriation of the Parliamentary Grant, the powers of the Council in these respects should be enlarged. On this point your Committee have to observe, that it is clearly essential to the well-being of the Society that the relations between the Government and the Society should be harmonious; and, looking to all the facts of the case, and the analogy between this Society and other large public bodies, your Committee are not prepared to dispute the ground taken up by the Treasury; and they would recommend that the Council take it into consideration to suggest to the Society such a modification of the Charter and By-laws as will delegate to the Council the general management of the Society, and give them exclusive control over its paid officers and servants, including the power of appointing and dismissing them, as well as that of regulating their duties. Such a change might render desirable some alteration, so as to cause the action of the Society at large, in relation to the Council, to be more immediate and direct, and render the Council to a still larger extent than at present the exponent of the opinion of the body at large.

“ With this view the Committee would recommend the following modifications in the constitution of the Council and Committees. The Society to elect fourteen Members of Council (instead of nine, as at present), of whom five should retire each year, and be ineligible for re-election that year. That the number of standing Committees should be reduced from eight to seven, by amalgamating the Natural Philosophy and Chemistry Committees. That each Committee should elect a Chairman and Vice-Chairman; and that such Chairman, or in his absence the Vice-Chairman,

should have a seat on Council, which would thus consist of fourteen Members elected directly by the Society ; seven returned by the Committees ; seven Vice-Presidents ; and two Honorary Secretaries—in all thirty Members.

“The restriction which prevents the same persons being elected on the Council and Committees should be removed, so that the election for both might be held at the December meeting, and the new Council would come into office on the 1st of January. Many practical inconveniences, which are at present felt, would thus be removed, and the code of By-laws much simplified. And as the members of Council directly returned by the Society at large would outnumber those sent up by the Committees, in the proportion of two to one, the opinions of the Members generally could not fail to be fairly represented, and to carry their adequate weight in the Council.”

The proposal of the Committee, therefore, is, that while the Council of the Royal Dublin Society for the time being should be vested with full authority to act on behalf of the Society, the influence of the Society at large upon the election of the Council should be made more direct and effectual, and that the Members should retain their privilege of free access to the Library, Museums, Lectures, Exhibitions, and ordinary and scientific meetings of the Society. In this we entirely concur, and we are of opinion that when the constitution of the Council has been improved in the manner proposed, the Royal Dublin Society may be intrusted with the disbursement of grants of Parliament, with as much confidence as the Trustees of the British Museum or the Trustees of the Board of Manufactures in Scotland. After this change has been made, a seat on the Council of the Royal Dublin Society, which is even now held in much esteem, will become a greater social distinction, and increased care will be taken to select fit persons for it.

The only point on which we think that the recommendations of the Committee should be reconsidered is where they suggest that the Five Members of the Council who would retire each year should be ineligible for re-election in that year. The public interest would suffer if the Members at large were deprived of the opportunity of re-electing Members of Council who had ably and diligently discharged their duties ; but every facility should exist for comparing the claims of the outgoing Members with those of new Candidates, and for making such selections as appear to be most for the public advantage.

The Report of the Sub-Committee of the Council which has been quoted by us, was signed by Sir Richard Griffith, Baronet, Mr. I. R. D'Olier, Mr. E. Senior, and Mr. F. J.

Sidney, LL.D. Of the gentlemen examined by us the evidence of Lord Talbot of Malahide, Mr. Sanders, and Mr. Senior, has the most direct bearing upon this part of the subject.

II.—*The Finances of the Society.*

The income of the Royal Dublin Society is derived, first, from the parliamentary grant, which has, since 1855, been £5,500 a-year; second, from the Members' admission fees and annual subscriptions, which have amounted, on the average of the last six years, to £1,300 a-year; and, thirdly, from various miscellaneous receipts, such as admission fees at cattle shows, &c., which are the proceeds of the application of the two preceding funds. The parliamentary grant is distributed, according to a fixed appropriation set forth in the annual estimate sanctioned by the Department of Science and Art, among the different objects operated upon by the Society; while the sums derived from the other two sources of income are used by the Society as a contingent fund to supplement the parliamentary grant, according to the various exigencies of the respective branches.* The whole of the Society's

* The appropriation of the Government grant, and of the sum expended in aid of it from the miscellaneous income of the Society, are as follows:—

DISTRIBUTION of the PARLIAMENTARY GRANT of £5,500 to the several DEPARTMENTS of the ROYAL DUBLIN SOCIETY.

	£	s.	d.	£	s.	d.
Agricultural Exhibitions (two annually):—						
Superintendent's salary and part of porter's wages,	63	0	0			
In aid for prizes,	187	0	0			
				250	0	0
Agricultural Laboratory:—						
Professor of Agriculture, salary,	150	0	0			
Wages, laboratory and lecture room porter,	52	0	0			
Chemicals and apparatus,	28	0	0			
				230	0	0
Agricultural Museum:—						
Salary of Curator,	100	0	0			
Wages, museum porter (part wages),	13	0	0			
Specimens, preparations, contingencies,	62	0	0			
Temporary allowance for repair and completion of the museum,	120	0	0			
				295	0	0
Botanic Garden:—						
Salary of Curator,	175	0	0			
Wages of foremen and labourers,	500	0	0			
Rents and taxes,	163	0	0			
Fuel, garden tools, implements, manures, composts, plants, freights, and contingencies,	483	0	0			
Compassionate allowance to widow of late Curator,	25	0	0			
				1,346	0	0

income and expenditure, whether derived from the parliamentary grant or from other sources, is accounted for at the end of each month to the Commissioners of Audit,

DISTRIBUTION of the PARLIAMENTARY GRANT of £5,500—*continued*.

Museum of Natural History :—

	£	s.	d.	£	s.	d.
Salary of Director,	250	0	0			
" of Professor of Mineralogy,	150	0	0			
Wages of porters,	54	12	0			
Specimens, preparations, freights, and contingencies,	195	8	0			
				650	0	0

Library :—

Salary of Librarian,	200	0	0			
Clerk's salary,	90	0	0			
Two porters,	91	0	0			
Purchase of books, binding, and contingencies,	549	4	8			
				930	4	8

Manufactures, &c. :—

Guarantee for occasional exhibitions,				150	0	0
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Secretary's Department :—

Salary of Assistant Secretary,	300	0	0			
Salary of Clerk to Assistant Secretary,	75	0	0			
				375	0	0

Registrar and Housekeeper's Department :—

Salary of Registrar and Housekeeper,	200	0	0			
Salary of Clerk to Registrar,	40	0	0			
				240	0	0

Miscellaneous :—

Compensation allowance to late masters (School of Art),	49	19	0			
General porters, messengers, attendants, &c.,	208	0	0			
Female servants,	72	16	0			
Rent and insurance,	300	0	0			
Fuel and light for general establishment, museums, library, reading-rooms, lecture theatre, laboratories, &c.,	102	17	0			
General printing, stationery, postage, advertising,	250	0	0			
Contingencies,	50	3	4			
				1,033	15	4
				£5,500	0	0

In addition to the foregoing a sum variable in amount is voted annually to the Board of Public Works, Ireland, for general repairs.

MODE IN WHICH THE FUND ARISING FROM ALL SOURCES OTHER THAN THE PARLIAMENTARY GRANT, was expended during the year ending March 31st, 1861.

	£	s.	d.
Agricultural shows,	1,574	0	0
Museum of Natural History,	302	17	5
Botanic Garden,	50	0	0
Library,	63	18	10
Salaries and wages,	48	19	7
Rents and insurances,	16	17	10
Fuel and light,	70	8	9
Printing,	116	12	10
Advertising, stationery, and sundries,	213	1	9
Glazed cases for physical apparatus,	150	0	0
Furniture,	114	2	0
Buildings and repairs,	678	17	5
	£3,409	16	5

through the Department of Science and Art. In addition to the annual grant of £5,500, which is administered by the Society, the ordinary repairs of the buildings, and any special grants which may be made for their improvement, are provided for in the estimate of the Board of Works, under the general rule which vests the charge of all public buildings in Ireland in that department.

The peculiar mode of arranging the appropriation of the parliamentary grant and the incidental receipts above described, is attended with this advantage, that it stimulates the voluntary action of the Members, whose power of promoting the objects of the Society is increased in proportion to the augmentation of its miscellaneous income; but it is open to this objection, that the Government, which provides the largest part of the joint fund, has no previous cognisance of the application of a portion of it, and might therefore indirectly contribute to objects not within the scope of the Parliamentary grant. The Government would, we think, obtain the power of influencing, to any necessary extent, the application of the aggregate fund, without impairing the motive of the Society to increase their incidental receipts, if the following arrangements were adopted—that the Society should enter upon no new branches of work without the consent of the Government, and that the annual estimate submitted to Parliament should show the whole of the expected income and expenditure of the Society during the ensuing year, whether derived from the Parliamentary grant or from other sources. Everything connected with the buildings in the occupation of the Society should continue to be under the charge of the Board of Works, but that Board should communicate with the Department of Science and Art previously to submitting this part of their annual estimate to the Treasury.

III.—*The Museum.*

The Natural History and Mineralogical* collections are of great value, and there are no other means in Ireland of obtaining the kind of instruction which such exhibitions afford. A new Museum has been erected at an expense of £12,000, half of which was granted by Parliament, and the other half was derived from the private subscriptions and miscellaneous income of the Royal Dublin Society ;

* One division of the Mineralogical collection has lately been arranged with great care by Professor Haughton, of Trinity College, which is one among many instances of gratuitous service rendered to the public by gentlemen of high attainments through the medium of this Society.

but the largest portion of the collection is still unavailable for exhibition to the public, for want of a heating apparatus, cases, and fitments. The estimated cost of these is about £4,500. It is desirable that they should be provided, in order that the large sum already expended may be turned to some useful account; and that the deterioration of the articles stowed away in packing cases, or standing exposed in unaired rooms, may be arrested.

IV.—*The Library.*

This Library is a very useful National Institution. No restriction is placed upon the use of the books by the public, beyond what is necessary for their preservation; and there is a commodious Reading-room, which has lately been opened for three evenings in the week (besides the admissions during the day), and it would be opened every evening, except Sunday, if the sum available for the wages of attendants were sufficient. The rooms formerly occupied by the Museum in the main building have been appropriated to provide additional accommodation for the Library; but before they can be used for this purpose, they must be fitted with shelves, at an estimated cost of £1,000, the expenditure of which may be spread over two or three years. Meanwhile great numbers of books have accumulated in the garrets where they are nearly inaccessible.

V.—*The School of Art.*

The School of Art is managed under the general rules of the Department of Science and Art, the only difference being that, instead of being superintended by an ordinary Committee, the School is under the direction of the Council of the Royal Dublin Society, acting through one of the Standing Committees of that body, and that it has the use of commodious apartments, and of a fine collection of casts purchased out of former grants of Parliament to the Royal Dublin Society. The present state of the School does not give satisfaction, and various suggestions have been made for its improvement; but the application of proper remedies belongs so entirely to the ordinary administration of the Department of Science and Art that we have not thought it right to enter upon the subject. There were in 1861 396 Students in the Central School, besides 330 children in public schools, receiving instruction from the two masters of the School of Art, and it is to be regretted that so much desire and capacity for artistic excellence should not have more full scope given to it.

VI.—*Botanical Garden.*

The Botanical Garden was justly described by the Select Committee of 1836 as "one of the largest and most beautiful in Europe;" and its present economical and efficient management is very creditable to Mr. Moore and to the Superintending Committee of the Royal Dublin Society. The opening of the Garden on Sunday has been a great success. Thousands of persons of the middle and lower ranks are to be seen every fine Sunday afternoon enjoying the Garden and Conservatories, and the neatness of their dress is as remarkable as the correctness of their behaviour. Several arrangements are proposed for the improvement of this highly useful and interesting public establishment, the most important of which are the erection of a proper building for a Botanical Museum instead of the present very insufficient shed, and the addition to the Arboretum of six acres, which are at present held of the Society under a lease. In our opinion some further assistance might, with much public advantage, be given to the Garden; but all cannot be done at once, and it will be the duty of those who are immediately responsible to call attention to the improvements which they consider entitled to a preference. The cost of a building for the Botanical Museum is roughly estimated at £1,000. The educational influence of the Botanical Garden is much increased by the lectures of the Professor of Botany, which are often delivered at the garden itself.

VII.—*Agricultural Department.*

This Department consists of—

- 1st. An Agricultural Museum, in which the products and implements of Agriculture are classified and exhibited.
- 2nd. Courses of Public Lectures delivered by the Professor of Agriculture; practical evening demonstrations in Analytical Agricultural Chemistry to Working Students conducted by him in the Laboratory; and Chemical Analyses and Examinations of Manures, Soils, and Agricultural Produce performed by him; and
- 3rd. Two Annual Agricultural Shows, one in the Spring and the other at Christmas.

This branch of the Society's operations is conducted with much spirit and success. The special object of the Agricultural Shows is to establish a point of union with the Agriculturists and Machine Makers of England and

Scotland, and it is generally admitted that the facilities thus afforded for making known in Ireland every improvement in stock and agricultural implements in the other portions of the United Kingdom is productive of much public advantage. The object could not be fully attained by the Exhibitions of the Royal Agricultural Society of Ireland, which are held alternately in different provincial towns. In order to provide accommodation for the periodical Shows in Dublin, permanent arrangements involving considerable expense must be made at that place. For this purpose the Royal Dublin Society has erected a large building, called the Agricultural Hall, at a cost of about £5,000, which has been entirely defrayed from private subscriptions and miscellaneous receipts; but, in order to complete the accommodation, an adjoining piece of ground must be purchased at a further expense of £3,000. The Agricultural Shows used to be held on the lawn in front of the Society's principal building, but this has now been appropriated to the handsome new wings forming the Museum and the National Gallery and to the ornamental garden connecting them. Believing this to be a well-directed effort for the improvement of Irish Agriculture, and considering the extent to which it has been already carried without expense to the public, we are of opinion that some Parliamentary aid may properly be granted. When the improvements have been completed, the payments for admission to the periodical Shows will be sufficient to defray all the incidental expenses. The contents of the Agricultural Museum are entirely the result of private donations.

MUSEUM OF IRISH INDUSTRY.

It was decided in 1845 to found in Dublin an institution similar to the Museum of Practical Geology, then recently established in London. Sir Robert Kane was appointed Director, and a house was soon after purchased in Stephen's-green by the Woods and Forests, under which department the institution was first placed. The necessary alterations to the house, in the form of galleries, &c., commenced in 1847, were only completed in 1852, when the arrangement and classification of the collections on the present plan was begun. Unlike the institution in Jermyn-street, London, which from the first has been directed solely to one clearly defined object—the mining industry of the country—the Museum of Economic Geology was soon extended to embrace the whole range of the industrial arts. In 1853 the name was changed to the Museum

of Irish Industry, and the Institution was transferred to the Department of Science and Art, then under the Board of Trade, and now under the Committee of Council on Education.

The Institution may best be described under two heads, which form distinct branches, the one the purely Exhibitional, the other the Educational division.

Exhibitional Division.

The Exhibitional division consists of three distinct collections. (1.) The Geological Collections. (2.) The Industrial Collections. (3.) General Portlock's Zoological and Botanical Collections.

The Geological Collections comprise the Palæontological Collections formed by the Geological Survey of Ireland, a set of duplicates from the English collections in Jermyn-street, the Fossils collected by General Portlock, under the Ordnance Survey, and a collection of Rocks made by the Geological Survey in the South, and by General Portlock in the North of Ireland, together with a series of European Rocks purchased for the Museum from M. Krantz, of Bonn. The Museum was first established with a view especially of receiving these collections, which were in course of formation by the Geological Survey of Ireland, then recommencing as part of the Geological Survey of the British Islands, under Sir Henry Delabèche. Though placed in the Museum of Irish Industry, they are, at all events while the Survey is in progress, in charge solely of the officers of the Geological Survey. A portion only has yet been arranged for exhibition. There is also a small supplementary general Geological collection, purchased by the Museum for the use of the Lecturer on Geology.

The Industrial Collections embrace a very wide field, and are not confined to Irish industry. In some branches they are very complete, while in others the series of illustrations is still very imperfect. They comprise raw materials and manufactured products, in two divisions.

1. An Inorganic Division, consisting of marbles for decorative purposes, building materials, stones, flags, cements, &c.; Geological Collections, to show the lithological character and history of non-fossiliferous rocks; Metallurgical Collections, showing the geological position and character of the ores; the treatment, the uses, and the compounds of the most important metals, such as iron, copper, tin, &c., with illustrations of their manufactures; Mineralogical Collections, showing the practical

uses of minerals, as the sources and properties of alumina; illustrations of the chemico-mineral manufactures, such as sulphur and sulphuric acid, soda, magnesia, &c.; Collections illustrating historically, chemically, and mechanically, the manufacture of pottery, porcelain, and glass; and lastly, a Collection of fuels, principally Irish.

2. An Organic Division, illustrating the applications of vegetable and animal substances, such as woods, flax, fibre, cotton, silk, &c.; tracing them through their various stages, as flax in the growing plant, as prepared for spinning, as yarn, as linen of various qualities, as rags, paper, and papier-maché.

These two divisions or series may be considered as, to a certain extent, distinct; the one as forming a supplement to the Geological Survey Collections; the other as being wholly unconnected with them.

In connexion with these collections there is a series of models for the explanation of the different processes, such as models of mining machinery; of the furnaces employed in iron smelting, &c., for cast and bar steel, and for the pottery manufacture; and of the machinery used in the silk and worsted manufacture, such as velvet, poplin, carriage lace, &c. Lastly, a collection of models of boats, nets, and other equipments employed in the fisheries on the coast of Ireland, to which it is intended to add illustrations of the Irish fish, and baits used for their capture. These collections were made partly by gift, but principally by purchase.

The Museum contains, besides the Geological Collections, and the Industrial Collections already described, a collection of birds, fishes, and shells, forming part of the collection made by General Portlock, with a view to illustrate every branch of the Natural History of Ireland, during the progress of the Geological Survey of that country, when carried on as part of the Ordnance Survey. The remainder of this collection, that is, the Geological portion, has been absorbed into the general collection; but the Zoological and Botanical portions still remain separate.

The Museum has a small library of scientific works of reference for the Officers and Professors, to which Students attending the classes are admitted; and in the Museum, are deposited the Ordnance Survey Maps of Ireland, a series of Coloured Maps showing the Official Valuation of Land, and Agronomical Maps showing the nature and distribution of Agricultural soils in some parts of the country, for which materials were collected by Sir R. Kane for investigation.

The staff of the Museum Proper, consists of a Director, a Curator, and a Clerk and Accountant.

Educational Division.

The educational division was placed on its present footing in 1854, when the Royal Dublin Society was relieved of the superintendence of its educational staff, to avoid subsidizing a double set of Teachers.

The educational staff consists of Professors of Physics, Chemistry, Botany, Zoology, and Geology, and an Analytical Chemist and his Assistant. They are called Professors of the Science and Art Department, as pertaining equally to the Royal Dublin Society and the Museum of Irish Industry, the courses of lectures being given partly in the Theatre of one Institution, and partly in that of the other, and illustrated from the collections contained in both Museums. The superintendence and arrangement of these lectures is confided to a distinct body, the Committee of Lectures, whose constitution and functions will be described more fully hereafter. The aim of the lectures at the Royal Dublin Society is to give popular elementary instruction in Science; that of the lectures in the Museum of Irish Industry, to give more advanced and technical instruction. With this view the Professors formerly delivered a short course of twelve lectures, termed Popular, at the Royal Dublin Society, and a distinct long course at the Museum of Irish Industry, termed Systematic. To relieve the Lecturers from the inevitable and useless repetition of the early part of the course, the Popular course of twelve lectures is now made to form the introductory part of the Systematic course. There are two courses of lectures, a day course at 4 p.m., and an evening course at 8 p.m. The first part (twelve lectures) of each day course is delivered in the Theatre of the Royal Dublin Society, while the remainder of the course is given in the Museum of Irish Industry. The evening courses are delivered wholly in one Theatre or the other, as the arrangements for the day courses render most convenient. According to the old system, the Popular day course in the Royal Dublin Society was free, while for the Systematic course in the Museum of Irish Industry, a small fee—3*s.* 6*d.* or 2*s.* according to the course—was charged for registration. The Systematic course was followed by examination, the free course was not. These courses having been amalgamated, the first twelve lectures which take the place of the free

lectures are free to the public, for the remainder a fee is charged. In the same way the first twelve evening lectures, representing the old Popular lectures in the Museum of Irish Industry, are free, while for the last eight a fee of 6*d.* is charged. Those students who wish to go in for examination and compete for certificates and prizes, and who may be termed the regular students of the Museum of Irish Industry, must register themselves. The following table for the Session 1862-1863, will more fully explain this somewhat complex lecture system :—

	DAY LECTURES.		EVENING LECTURES.	
	R.D.S.	M.I.I.	R.D.S.	M.I.I.
Botany, . . .	24	—	—	6
Physics, . . .	12	20	20	—
Chemistry, . . .	12	30	—	12
Geology, . . .	12	30	—	12
Zoology, . . .	12	—	—	20

Besides these courses of lectures there are day and evening courses of practical instruction in Chemistry and a course of practical Zoology. For the Laboratory course of qualitative and quantitative analysis a fee varying from £8 for nine months to £2 for one month is charged. This includes apparatus and reagents. For the practical Zoological instruction a fee of £1 is charged.

At the conclusion of each systematic course examinations are held in which certificates of two kinds—"pass" and "general"—are given, and prizes of books or money—£5, £2, and £1—to the three highest who pass in any subject.

Having now described the machinery of instruction, it remains to define its nature and bearings. This it is difficult to do without entering too much into detail. A careful examination, however, of the very full Syllabus of the course of instruction makes it evident that it cannot be strictly considered applied or industrial in the technical sense. It is a sound scientific education, with a somewhat more than ordinary technical bias—more than ordinary, that is, in comparison with the course followed in any lectures which do not profess to be industrial. But as thirty-two lectures is the extent of the longest course, and as, from the absence of all previous preparation, these commence from the rudiments of the science, and aim at giving a sound knowledge of that science, as well as its industrial application—not to one in particular, but to almost every industry—it is evident that no one special application can be fully elucidated. In fact the instruc-

tion must be looked upon as not so much technical as general.

The class of persons who attend these lectures, as will be seen on reference to Sir R. Kane's evidence, are different at the day and at the evening courses. The attendance at the day courses consists, as might be expected, entirely of the upper and middle classes—members of the Royal Dublin Society, young ladies qualifying themselves to be governesses, school-boys, &c. That at the evening courses consists of the middle classes—clerks, &c., who are occupied with their own business during the day—with a proportion of the artizan class.

The attendance will be seen from the following return :—

RETURN of the NUMBER of FREE and SYSTEMATIC LECTURES delivered at the MUSEUM OF IRISH INDUSTRY, together with the NUMBER of STUDENTS who registered, and the amount of FEES received during the Session 1861-62.

SYSTEMATIC LECTURES.				
	No. of Lectures delivered.	No. of Students registered.	No. competed at Examinations.	Fees received.
				£ s. d.
Physics,*	18	28	11	4 18 0
Chemistry,	30	37	10	6 9 6
Geology, .	30	35	10	6 2 6
Botany,†	—	7	7	0 14 0
Zoology, .	15	16	10	1 12 0

FREE LECTURES.			Average Attendance.
Geology, .	(12)		121·5
Chemistry, .	(11)		213·8
Zoology, .	(12)		54
Botany, .	(6)		81·7

PRACTICAL CHEMICAL CLASSES.

The General Session is divided into two Laboratory Sessions.

	1st Part.		2nd Part.		Fees received.
	No. of Students registered.	No. of Students registered.	Competed at Examinations.		
					£ s. d.
Day Class, .	6	8	—		46 10 0
Evening Classes,	19	17	8		36 9 0

188 Day Lessons and 113 Evening Lessons in Practical Chemistry were given during the Session 1861-62.

October 9, 1862.

Signed,

ROBERT KANE, *Director*.

* The first part of the Systematic Course on Physics was delivered in the Theatre of the Royal Dublin Society, with an average attendance of 161½ persons. A Public Course of twelve lectures was also given by the Professor of Physics in the same place, and was attended on an average by 179½ persons.

† The Systematic Lectures on Botany were delivered in the Theatre of the Royal Dublin Society; but the Students were registered and the examination held at the Museum of Irish Industry.

There is one other function of the Museum of Irish Industry to be mentioned before quitting this portion of the subject. Besides the analyses required for the Museum, others are performed, free of charge, in the Laboratory for the Government, or for other bodies who obtain the sanction of the Irish Government. Thus various waters were analysed for the Corporation of Dublin; and various descriptions of food, as milk, &c., were analysed for the Poor Law Board.

Parliamentary Grant for the Museum of Irish Industry.

The vote for the Museum of Irish Industry for 1862-3, including the Provincial Lectures, was as follows:

I. The Establishment :		£	s.	d.
1	Director,	400	0	0
3	Lecturers at £200, 2 at £100,	800	0	0
1	Chemist,	200	0	0
1	Curator,	200	0	0
1	Clerk,	160	0	0
1	Head Porter,	65	0	0
6	Attendants and Messengers, £52,	312	0	0
2	House Servants,	60	0	0
	Extra Attendants,	50	0	0
		2,247	0	0
II.	For Provincial Lecturers,	500	0	0
III.	For Purchase of Specimens for Museum and Books for Library,	400	0	0
IV.	For Outfit and Illustration for Lectures,	300	0	0
V.	For Prizes,	50	0	0
VI.	For Rent, Rates, and Taxes,	253	6	0
VII.	For Repairs, Furniture, Fittings, &c.,	550	0	0
VIII.	For Laboratories,	100	0	0
IX.	For Fuel and Light, Soap, Cleaning, &c.,	250	0	0
X.	For Uniforms for Attendants,	62	10	0
XI.	For Advertisements and Printing,	100	0	0
XII.	For Travelling Expenses,	50	0	0
XIII.	For Incidents,	200	0	0
TOTAL Museum of Irish Industry and Provincial Lecturers,		5,062	16	0

THE COMMITTEE OF LECTURES.

The Committee of Lectures was constituted, in 1854, as a common authority to adjust the courses of lectures between two co-ordinate bodies, the Royal Dublin Society and the Museum of Irish Industry. The Committee consists of eight Members; four elected by the Royal Dublin Society, and four nominated by the Science and Art Department. To them was, at the same time, intrusted the

management of the grant of £500 per annum for provincial lectures, which had been for many years administered by the Royal Dublin Society. This grant was, in 1856, increased by £200, and in 1857 by another £200 per annum, for the purpose of enlarging its operations, and testing its action by examinations in which prizes and medals were conferred after each course of lectures; and also for the purpose of providing for the remuneration of the Secretary, and for his travelling expenses in superintending the examinations. The provincial lecture system is managed in this way. Any town in Ireland wishing to have a course of lectures during the Summer months, applies to the Committee of Lectures, who, if there are more towns than can be supplied out of the grant, as is generally the case, make a selection. Each of the selected towns deposits £10, which goes towards the lecture fund. The town has to supply a suitable room, with lighting, &c.; but fees are allowed to be charged towards defraying these expenses. The following is an example of the scale generally adopted.

	<i>s.</i>	<i>d.</i>
Reserved Seats for the Course of Nine Lectures,	3	6
Family Tickets for Four,	10	0
Unreserved Seats for the Course,	2	0
Family Tickets for four,	6	0
Single Lecture, to any part,	0	6
Schools for the Course for each Pupil,	1	6

A number of Free Tickets for National Schools are placed at the disposal of the Teachers.

The Lecturer receives £50 from the Committee of Lectures for a course of nine lectures, in addition to which they stipulate that he shall give four or five evenings to class instruction during the course, to prepare the pupils for examination. The examination is held about six weeks after, and prizes and medals are conferred on all who attain a certain standard. The Science and Art Department having instituted a general system of science instruction and examination, the examination being open to all, however taught, it has been determined to discontinue the grant of £400, from which the expense of the separate examinations held in connexion with the provincial lectures was defrayed.

The attendance for 1861 on these lectures was as follows :—

TABLE.

Date of Lectures.	Places.	Subjects.	Lecturers.	Average Attendance.	Date of Examination.	Number of Candidates at Examination.	Prizes awarded.	
							1st Class.	2nd Class.
April, .	Belfast, . .	Geology, . .	Prof. Jukes, .	379	16,17 May,	52	6	11
June, .	Cork, . . .	Electricity and Magnetism,	Prof. England, .	99	17 July, .	18	7	2
June, .	Larne, . . .	Geology, . .	Prof. Thomson,	277	5 August,	11	2	3
June & July,	Co. Antrim, Ballymena, Belfast, Dunmurry, Templepatrick,	Agricultural Chemistry,	Prof. Hodges, .	102	15 August,	25	7	13
July, .	Carlingford, .	Hydrostatics and Pneumatics,	Prof. Barker, .	112	30 August,	13	3	1
July, .	Tullamore, .	Electricity and Magnetism,	Dr. Lover, . .	95	13 Sept., .	16	4	4
Sept., .	Bandon, . . .	Geology, . .	Prof. King, . .	58	16 Oct., .	9	2	4
October, Nov. & Dec.	Drogheda, .	Astronomy, .	Dr. Shaw, . .	131	30 Dec., .	4	2	—
			General Average,	157	Total,	148	33	38
					Average,	18½		

The class of persons who attend are the gentry and middle classes of the neighbourhood, National School teachers and pupils, and a proportion of the working classes.

GENERAL SCIENCE SYSTEM OF THE SCIENCE AND ART DEPARTMENT.

It is necessary now to describe briefly the General Science System of the Science and Art Department, to the application of which to Ireland our attention has been directed. It consists of a system of payments to the teacher on the results of his instruction of the industrial classes, and of such others as may be considered too poor to provide such instruction for themselves.

The aid of the Science and Art Department towards science instruction is given in three forms :—

1. Payments on results to certificated teachers.
2. Examinations, with prizes and medals, open to *all* candidates who present themselves.
3. Aid in the purchase of apparatus, &c., to the extent of 50 per cent. on the cost of it.

A certificate as teacher is obtained either by passing an examination, open to all, held annually in London in November, to and from which the travelling expenses of successful candidates are paid ; or by the applicant showing, by his having taken a degree, published works, or made original researches in science, that he is qualified.

The examinations of classes, on which payments are made to the teacher, are held in all places where a Committee of five or more well-known and responsible persons is formed to conduct them. The Papers are prepared by the Professional Examiners of the Science and Art Department, and are sent to these Local Committees, who superintend their working, according to fixed rules. The examination in each subject is held simultaneously in the evening, all over the kingdom. The Committees then return the worked papers to the Science and Art Department, where they are examined, and the results classified under the five following heads :—Pass, Honourable Mention, Third Class, Second Class, and First Class Queen's Prizes. The prizes consist of books, and are given to all who attain the requisite standard. The only restriction is as to medals. There are six given in each group*—one gold, two silver, and three bronze, competitively throughout the kingdom. A middle-class student, if above seventeen years of age, cannot carry off one of these from the students of the industrial classes, but receives an honorary certificate instead.

For every student of the industrial classes who has received forty lessons from him, the teacher receives £1, £2, £3, £4, or £5, according as the student has passed, been honourably mentioned or received a Third, Second, or First Class Queen's Prize. The Local Committees examine and certify to these claims. The industrial classes are broadly defined as artisans and operatives in the receipt of weekly wages, or their children. In sending in the teacher's claim, however, the Committee are permitted to recommend that he shall receive payment on other pupils, who, though receiving wages at longer intervals than a week, they consider may fairly claim the same advantages. There is this limit fixed as to those on whose account the Committee may claim the extension, that they, or if they are not earning their own livelihood, their fathers, are not assessed to the Income Tax.

* A group consists of two or three nearly allied subjects, as Inorganic and Organic Chemistry.

The system thus provides for the instruction of the industrial classes, but while it ensures the expenditure of the Government Grant on their account alone, it does not restrict the benefits of the instruction to them; on the contrary, by opening the prizes to all classes, it promotes its extension among the middle and upper classes, who by joining the schools and paying higher fees may remunerate the teacher, and gradually place the system on a self-supporting basis. It prescribes no special form of instruction; but allows each place to adopt that which suits it best; and it is, of course, free from all sectarian restriction. It enlists, as far as possible, local action in its administration, and as its aid is open to all, without limitation, it creates no vested rights, and is free from all objection on the score of injustice as a Government monopoly.

This system has been eminently successful in England and Scotland, for, having been only commenced at the latter end of 1859, when there were but four or five Science Schools under the Department, there were last January (see Ninth Report of the Science and Art Department), 72 schools or classes, with 3,147 pupils.

Application of this System to Ireland.

During the year 1860, the Committee of Lectures, with the concurrence of the Science and Art Department, turned their attention towards assisting, by means of their grant, the introduction of this system into Ireland, using their grant, as any ordinary committee of a school might employ their private subscriptions, to provide apparatus, &c., and supplement the payments earned by the Teacher from the Science and Art Department.

A pupil from the Museum of Irish Industry, Mr. John Dowling, went to London, and obtained a Science certificate. Classes were commenced, by the exertions of the Secretary of the Committee of Lectures, at Limerick, Clonmel, and Cork, the arrangement being for the Teacher to remain three months at each place. The Limerick class was small, owing to the time of year, but the Clonmel Class was specially examined in the Autumn of 1860—the General May Examination was not then established—and out of 39 candidates, 35 passed, 20 of them taking Queen's prizes; 7 first class, 7 second class, and 6 third class.

The Chemistry Class, under Mr. Dowling, at the Royal Cork Institution, was examined at the General May Ex-

amination of 1861, and the following extract from the report of the Committee of Lectures for that year will show with what results :—

“The total number of students on the roll was 203, with an average attendance of 110 each lesson during a course of 50 lessons. A special class in Organic Chemistry was also formed of 22 of the more promising pupils, to whom 41 additional lessons were given. A glance at the table given below will show that this large class of 203 students was chiefly composed of shop-assistants, artizans, and mechanics, many of them of a very humble grade.” 58 students were examined in Inorganic Chemistry, and 42 passed; 16 in Organic Chemistry, and 12 passed.

“With reference to the passed students, the general character of their answering appears to have been excellent; they having taken 4 out of the 6 National Medals (including both the silver medals), and 19 prizes, of which 8 were first-class. This is the more remarkable as there appears to have been considerable competition, 22 teachers in the large towns in England and Scotland having brought up classes to the examination in chemistry; the Cork class, nevertheless (the only one in Ireland), carried off two-thirds of the medals, and more than half of the entire number of first-class prizes awarded.”

The following is the analysis of the occupation of the 203 students on the roll :—

Shop Assistants	}	49	Carpenters, . . .	5	Mason, . . .	1		
& Apprentices,			Engraver, . . .	1	Slaters, . . .	2		
Clerks, . . .	}	40	Watchmaker, . . .	1	Labourers, . . .	3		
Teachers, . . .			Druggists, . . .	3	Weigher, . . .	1		
Drapers, . . .		3	Chandlers, . . .	2	Steward, . . .	1		
Bookseller, . . .		1	Miller, . . .	1	Servants, . . .	2		
Printers, . . .		4	Farmers, . . .	2	Females, . . .	5		
Machinists, . . .		9	Vintners, . . .	2	Students, young	}		
Engine Driver, . . .		1	Huckster, . . .	1	lads, and others		34	
Stoker, . . .		1	Bakers, . . .	6	whose occupa-			tion is not
Millwright, . . .		1	Tailor, . . .	1	given,			
Gasfitter, . . .		1	Shoemakers, . . .	3				
Brassworkers, . . .		2	Corkcutter, . . .	1				
Smiths, . . .		2	Car-owners, . . .	3	Total, . . .	203		
Tinmen, . . .		2	Stucco Worker, . . .	1				

The Committee of Lectures having engaged the services of another teacher, classes were taught at the following places for the May, 1862, examination, viz.—Cork, Clonmel, Bandon, Lisburn, Carrickfergus, and Belfast, by the two certificated teachers, both of them being also subsidized by the Committee of Lectures. The following table shows with what remarkable results :—

TABLE.

Place.	Subject of Instruction.	No. under Instruction.	No. Examined.	No. who Passed.	No. of Queen's Prizes obtained.			National Medals obtained.	Total No. of Pupils under Instruction.
					3rd Class.	2nd Class.	1st Class.		
CORK,	Chemistry, Inorganic,	30	17	17	1	5	8	1 Gold.	38
	Chemistry, Organic,	30	13	11	1	3	5	1 Bronze.	
	Animal Physiology,	-	6	5	4	-	1	1 Silver.	
	Zoology,	-	5	3	1	-	-	-	
	Vegetable Physiology,	16	12	12	1	2	1	1 Gold.	
	Systematic Botany,	16	12	12	2	1	-	-	
CLONMEL,	Chemistry, Inorganic,	23	17	15	2	-	2	1 Silver.	23
	Chemistry, Organic,	6	4	4	-	1	1	-	
	Vegetable Physiology,	5	4	4	-	-	-	-	
	Systematic Botany,	5	4	4	1	-	-	-	
LISBURN,	Geology,	32	7	7	1	3	3	1 Silver.	32
	Mineralogy,	32	6	5	-	3	-	-	
	Zoology,	32	6	6	1	1	-	-	
BANDON,	Chemistry, Inorganic,	49	16	10	1	3	5	1 Silver.	49
	Chemistry, Organic,	16	8	7	-	2	3	-	
	Geology,	6	6	6	1	4	-	-	
	Mineralogy,	6	6	5	-	4	1	-	
CARRICK-FERGUS,	Geology,	76	10	10	1	2	1	-	113
	Mineralogy,	76	5	3	2	1	-	-	
	Zoology,	25	7	7	2	1	-	-	
BELFAST (Museum),	Chemistry, Inorganic,	10	4	4	1	-	2	1 Gold.	90
	Geology,	90	37	37	12	7	7	1 Silver.	
	Mineralogy,	90	29	23	4	6	6	3 Bronze.	
	Vegetable Physiology,	16	} withd raw n.						
	Systematic Botany,	16							

The next table shows the results of a science class in Belfast, which is purely under the Science and Art Department system—that is, the teacher, Mr. Eardley, who is also a teacher in the National School, receives no aid from the Committee of Lectures.

Place.	Subject of Instruction.	No. under Instruction.	No. Examined.	No. who Passed.	No. of Queen's Prizes obtained.			National Medals obtained.	Total No. of Pupils under Instruction.
					3rd Class.	2nd Class.	1st Class.		
BELFAST (Model School).	Acoustics, Light, and Heat,	29	12	12	5	4	-	2 Bronze.	29
	Magnetism and Electricity,	29	12	12	1	5	3		

It appears that in Geology and Mineralogy, of the eight names in the medal list, six are those of Irish students. Two of these, however, of whom one was the first on the list, and would have been gold medallist, were precluded from taking medals as being middle-class students, so that the gold, and one bronze medal fell to English students ; while in Chemistry only two bronze medals were left to England and Scotland. They also obtained a silver medal in Animal Physiology and Zoology, the gold medal in Vegetable Physiology and Systematic Botany, and two bronze medals in Physics.

When, with these remarkable results of the success of the science instruction, it appears (see Dr. Sidney's evidence) that the classes taught by the subsidized teachers of the Committee of Lectures, Messrs. Dowling and Tate, are not likely to continue, the cause of their collapse cannot be traced to any thing exceptional in the social condition of Ireland. It is evident that there are large numbers of people ready and anxious to avail themselves of the instruction, including a sufficient proportion of those classes for whose instruction the Government Grants are made to give the teacher large payments ; and that, instead of their intelligence and elementary education being so deficient as to render a system inapplicable to Ireland which is found successful elsewhere, they have carried off almost everything they could in competition with their English and Scotch rivals.

It had, however, been found, after long experience in the Science and Art Department under the old system of subsidized aid to science instruction, that when a teacher trained by the Department and receiving a fixed certificate allowance was sent to conduct a science school with a guarantee from the Department for a few years, for the first year or two, the classes were very flourishing, but when the novelty wore off the classes began to diminish ; the teacher came on the guarantee ; the conditions entailed by a fixed allowance—moderate though they were—were not fulfilled ; and, eventually, the school was closed. It was found, in fact, that even large towns, such as Stoke-upon-Trent, Hanley, and Burslem, could not unitedly find sufficient occupation for a teacher to earn his livelihood by science-teaching alone. The new system meets this difficulty by giving local teachers, who have other day occupations, sufficient inducement to turn their attention to science-teaching in the evening by making payments on results, however small. These teachers, commencing on a steady foundation of small,

though efficient results, the co-operation of the locality is enlisted, and a permanent school established.

This will explain the falling away of the flourishing classes formed under similar circumstances at Cork, Bandon, &c. It appears that Mr. Eardley may be removed from Belfast, else there is no reason to suppose that his class will be discontinued.

GENERAL CONCLUSIONS.

I.—*Museums.*

It will be seen from this description of the actually existing arrangements, that two institutions, and two systems of instruction, having the same general objects in view, are in concurrent operation.

The geological and mineralogical portions of the two Museums are illustrations of the same science. The industrial portion of the Museum of Irish Industry is a practical application of the natural history collections exhibited by the Royal Dublin Society.

It is, for several reasons, better that there should be one Museum than two.

Many persons visit one Museum, few take the trouble to visit two. By collecting all our objects, therefore, in one Museum, they will be seen by more people than if they were divided between two.

By concentrating our means and efforts on one Museum, it may be rendered more complete and attractive than if two Museums had to be maintained. More people are therefore likely to come to one Museum than to two, and they are likely to get more instruction from it.

It is more economical to have one Museum than two. It is possible to have one good Museum, but it would be difficult to have two good ones. Although upwards of £12,000 a year is voted by Parliament for the Royal Dublin Society and the Museum of Irish Industry, the Museum of the former Institution is in a very unfurnished state; but if there were only one Institution there would be ample means for making it what it ought to be.

The interest and instructional power of a Museum are increased by presenting the same objects under different arrangements, and from different points of view. A scientific metallurgical series in one part of a Museum would be illustrated by practical applications of the metals in another part; and a collection of Irish fossils would be seen to advantage in connexion with a more extended series explanatory of the general formation of the crust of the earth. The facilities for study are de-

cidedly diminished rather than increased by dividing such varied arrangements of similar objects between different Museums.

We have already directed attention to the influence which the peculiar constitution of the Royal Dublin Society exercises in widely diffusing an interest in the objects connected with the Society. By the union of the two Museums, this advantage would be extended to the collections now deposited in the Museum of Irish Industry. Indeed, more than that would be done, for the existing constituency of the Royal Dublin Society would probably be augmented by the addition of many new Members when it became known that it was intended to make the Society the basis of a well-supported National Irish Museum.

After all, the united Museum would not be a very large one. Unlike the British Museum, it would be confined to natural objects. There would be no Department of Antiquities or the Fine Arts, which are provided for in Ireland by separate arrangements. It would be merely, as already observed, a more comprehensive collection of the existing objects. It would, in some cases, embrace their practical application, as well as their scientific arrangement, and the Geology of Ireland would form a separate subdivision.

II.—*Scientific Instruction.*

We have described, in general terms, the system of scientific instruction which is now administered for every part of the United Kingdom by the Department of Science and Art of the Committee of the Privy Council on Education. That system has these great merits:—

It lays a solid foundation for a general system of scientific instruction, by first providing a supply of local Teachers.

It stimulates those Teachers to constant exertion by paying them according to the results actually exhibited in the examination of their Pupils.

Instead of creating a monopoly, it tends to the general diffusion of instruction. The existence of any number of authorized Teachers, would not prevent similar encouragement being given to any number of others who complied with the prescribed conditions. It is an elastic, general system, which is adapted to small places as well as to great, for few neighbourhoods are so small or poor, that a Teacher who qualified himself could not hope to obtain the authorized payments on a few Pupils.

While it confines pecuniary aid to the industrial classes, it encourages persons of every class to the study of science by providing them with means of instruction and holding out to them honorary rewards.

It lays a foundation for a purely voluntary system by leaving all except the industrial class to pay for their own instruction.

It is a very economical system, because no expense is incurred in training Teachers, and no payments are made by anticipation on the presumption that proper instruction will be given, but only after it has been proved by examination that proper instruction has been given, and then only in proportion to the instruction so given—and, being economical, the system can be freely applied to meet all the demands upon it.

The system of scientific instruction supported by the Government in Ireland has also great merits. It has been zealously and ably carried into effect by many learned Professors. Besides the amount of positive information given, it has raised the reputation of scientific pursuits and diffused a taste for them, and it has thrown much light upon the means by which Ireland has been recovered from her former depressed condition. But it was not to be expected that the last improvements introduced by the Committee of the Privy Council should be found in the existing system.

It has no direct tendency to produce a supply of local Teachers. The Teachers are paid by salary without any immediate reference to the results of their teaching. Teachers paid in this manner have an advantage in competing with those who have no fixed stipend. At the same time, the instructional force provided by the Government on this principle is quite insufficient to meet the wants of the country, being confined to the Professors at Dublin in connexion with the Museum of Irish Industry and to the Lecturers in the provinces paid out of the sum of £500 a-year appropriated to that object. This sum is totally insufficient to meet the demand. Last year only eight provincial towns could be provided with scientific instruction from this source, although applications were received from a much larger number, and the instruction given was limited to nine lectures at each place on one subject with four or five evenings of class instruction. Instruction is given under the existing system, for a merely nominal payment, to numerous persons belonging

to the upper and middle classes who might be expected to pay for it themselves; and an adverse tendency is thereby created to the growth of a purely voluntary system of teaching. Lastly, if the existing system were not confined within narrow limits, it would be intolerably expensive. It could not for this reason be extended to the whole country. A course of lectures may be delivered at a few places, but salaried teachers, qualified to give constant instruction, could not be provided at all the places at which there is a demand for them.

III.—*Technical Instruction.*

One exception has been made in England to the general rule, that the teachers of science are not to be retained on fixed salaries by the Government. Mining industry is considered to be of such an exceptional character, that a school of mines is supported by the Government in London, on the understanding that it is to be made as technical and as self-supporting as possible. Another exception has been made in Ireland, by maintaining an Agricultural Professor in connexion with the Royal Dublin Society. We propose that both these exceptions should be recognised in the future arrangements in Ireland. Agriculture is the great industry of Ireland; and notwithstanding all the improvements that have been made, there is still so much ignorance, not to say uncertainty on the subject, as to justify the Government in providing any necessary means of instruction. Mining industry does not occupy in Ireland the prominent position it does in England, but it has made considerable progress of late, and without going the length of the Jermyn-street school, instruction might with advantage be given in Geology and Mineralogy with especial reference to mining.

Beyond this we do not propose that the exceptions should be carried. The teaching in the other sciences in connexion with the Museum of Irish Industry must, as already stated, be regarded as being more of a general than of an applied character. It is necessary that a person should be a good Chemist or Mechanist in order that he may successfully prosecute certain undertakings, but, being a good Chemist or Mechanist, he would have little difficulty in applying his knowledge to the appropriate industries. Indeed, he could hardly acquire the requisite scientific knowledge without also learning the proper mode of applying it, so far as it can be taught otherwise than by the actual practice of the art.

SPECIFIC RECOMMENDATIONS.

Having thus described the actual state of things and indicated our general opinions, we shall conclude by recapitulating the arrangements we have suggested, and by making certain other specific recommendations.

We have elsewhere fully explained the changes which should, in our opinion, be made in the constitution of the Council of the Royal Dublin Society, and in their financial arrangements, in order to place that Society in a satisfactory relation to the Government.

We recommend that the Museum of Irish Industry should be united with the Royal Dublin Society. As it is understood that arrangements are likely to be made for retaining Archbishop Marsh's Library in connexion with St. Patrick's Cathedral, the rooms which have been appropriated for its use in the building recently erected for the National Gallery may, we hope, be used, at any rate for the present, for the Irish Geological Collection; and such portion of the remainder of the collections in the Museum of Irish Industry as it may be determined to keep, may be placed in the new Museum of the Royal Dublin Society. This consolidation should be made on a principle of careful selection. Only the best specimens of each class should be retained, and the duplicates should be given to the Museums of the Queen's Colleges or wherever else they may be of most use. The specimens illustrative of the practical application of the Metals and the Models of mining machinery should all be transferred; but it should be carefully considered to what extent it will be desirable to deposit in the new Museum, the other industrial collections now in the Museum of Irish Industry.

There should, in our opinion, be two Professors attached to the Royal Dublin Society in connexion with Agricultural, and the same number in connexion with Mining industry.

The two former should be—

1st. The Professor of Agricultural Chemistry who is already on the establishment of the Royal Dublin Society. His salary should be raised to the usual rate of £200 a-year, and he should be allowed an increased sum for chemicals, and should be aided by the Assistant Chemist, now at the Museum of Irish Industry; and—

2nd. The Professor of Botany, whose Lectures have

an important bearing upon Agriculture, especially in relation to the practical operations at the Botanical Garden. He is at present employed in connexion both with the Royal Dublin Society and the Museum of Irish Industry.

The two Professors in connexion with Mining Industry should be—

- 1st. The Professor of Mineralogy, who is already on the establishment of the Royal Dublin Society, but subject to the condition that a successor is not to be appointed to him. This condition must be rescinded if our recommendation is adopted ; and
- 2nd. The Professor of Geology, who at present lectures in connexion both with the Royal Dublin Society and the Museum of Irish Industry.

As vacancies occur in these Professorships such modifications may be made as experience may suggest ; but the objects to be specially kept in view should be Agriculture and Mining. The Professors should superintend the arrangement of the portions of the Museum to which their respective functions relate.

These four Professors should deliver lectures at the Royal Dublin Society under the direction of the Council ; and the Professor of Agriculture should continue his Laboratory instruction and analyses. The members of the Royal Dublin Society and their families should have free admission to the Lectures and Laboratory instruction in consideration of their payments to the Society, but other persons should pay fees which should, in our opinion, be given entirely to the Professors. The Professor of Agriculture should prepare, free of charge, any analyses that may be required by the Government.

Supposing these changes to be made, the services of the Director of the Museum of Irish Industry, of the Professors of Physics, Chemistry, and Zoology, and of the Analytical Chemist, will no longer be required in their present capacity. We cannot too earnestly express our opinion that, on the ground both of justice and of public expediency, proper compensation should be awarded to them and to the persons in subordinate situations at the Museum until they are re-employed. We say, *on the ground of public expediency*, because, to do justice to the private interests involved, is happily an indispensable condition of every useful reform in this country.

It has been seen from the explanations in the early part of this Report, that a sum which cannot be estimated at less than £10,000 is required to put the Museum, Library, Botanical Garden, and Agricultural Department of the Royal Dublin Society into an effective state; but this outlay may be divided over two, and a part of it over three years. The consolidation of the two Museums will cause some further outlay; but, on the other hand, there will be a saving from the transfer of the cases. The fine spacious building in Stephen's-green occupied by the Museum of Irish Industry, will become available for any public purpose for which it may be required, or if it should not be wanted it may be let or sold to advantage.

Proper steps should be taken to make known throughout Ireland the nature and amount of the assistance afforded by the Science and Art Department to the industrial classes in procuring instruction in science. We feel persuaded that when these conditions shall be generally understood, the youth of Ireland will not be behind the other parts of the United Kingdom in availing themselves of the boon; and this quite as much from a just foresight of the bearing of such instruction upon their future prospects in life, as from any immediate expectation of reward. Numerous persons already engaged in tuition will be likely to qualify themselves to give instruction under the system; and it may be hoped that in Dublin, Cork, and other large towns, Professors of established reputation will take part in it, as has been the case in some places in England and Scotland. We would, however, suggest that, as artizans, properly so called, are comparatively few in this agricultural country, a liberal interpretation should, especially at first, be given to the term industrial classes, so as to include young men employed in shops or as subordinate clerks, who are in such circumstances that they could not easily pay for their own instruction.

All the arrangements connected with this transition state should, of course, be made under the directions of the Department of Science and Art. The provisional machinery of the Committee of Lectures will lapse with the termination of the peculiar arrangements which it was intended to support; but we recommend that the sum of £500 a-year should continue to be applied to the delivery of provincial lectures until the new system of instruction has come into operation in the provinces, and that the same course should be followed in respect to the Lectures

now delivered at Dublin, which will not be included in the School of Agriculture and Mines at the Royal Dublin Society.

The Secretary to the Committee of Lectures will be entitled to compensation if his services should not be required in some other position. We have recommended these changes in the confident assurance that every just expectation raised under the former system, whether of continued employment or instruction, will be substantially satisfied by a proper equivalent.

OTHER GRANTS IN AID OF SCIENCE AND ART AT DUBLIN.

The other Institutions at Dublin which receive grants in aid of Science and Art, are—

The Royal Irish Academy, which combines the objects of the London Royal and Antiquarian Societies, and has acquired a high reputation for the learning and activity of its researches. The last annual vote was £500.

The Royal Hibernian Academy, which was formed on the model of the Royal Academy of London, and receives an annual grant of £300. It was inquired into by Mr. Macleod, in 1858, on behalf of the Department of Science and Art, and the annual grant was then appropriated entirely to the educational purposes of the institution.

The National Gallery for Paintings and Sculpture. This has been recently erected under the authority of two Acts of Parliament passed in the years 1854 and 1855, and the arrangements for completing its fitments and acquiring its contents are in active progress. An elaborate constitution, partly official and partly popular, has been given to it by the same Acts of Parliament.

The Zoological Society, which receives an annual grant of £500, and raises a larger sum from private subscriptions, and from the receipts at the door. This well-managed Society contributes in a high degree to the instruction and amusement of the public.

The annual grant to the Zoological Society is voted in the estimate of the Royal Dublin Society; but, besides acting as the channel for its payment, that Society does not exercise any interference with respect to it. Some advantage would be gained if all the Parliamentary grants in aid of Science and Art at Dublin were, in like manner, included in the estimate of the Royal Dublin Society, and were paid through its medium, inasmuch as they would

then be annually brought under consideration in one point of view, and the Council of the Royal Dublin Society would have an opportunity of making any representation which the circumstances of the time might render proper in reference to them.

Beyond this, we cannot advise that the Royal Dublin Society should be vested with any control over the proceedings of the other Societies. Freedom of action is indispensable for the success of institutions which depend upon voluntary unpaid agency; and, even when there is some general connexion between the objects of such institutions, greater aggregate results, and even a greater disposition to co-operate, may be expected from a suitable division of labour and responsibility than from any consolidation that could be effected.

The long-established and comprehensive character of the Royal Dublin Society, has already made it to some extent a point of union for the other local institutions for the cultivation of Science and Art; and when its constitution shall have been strengthened, and its means of instruction enlarged in the manner we have recommended, this tendency to approximate is likely to be increased. Real public benefit would ensue from voluntary affiliation of this kind, even if it did not go beyond a general recognition of the precedence due to the Royal Dublin Society, and an occasional comparison of what is in progress in each institution, in order to secure harmonious action, and as much reciprocal aid as the nature of the case admits.

We submit the evidence taken by us, together with a letter which we addressed to Mr. Adderley and his reply; but it is proper to add, that in the conclusions at which we have arrived we were partly influenced by a variety of documentary information as well as by our own knowledge of facts.

FRANCIS BLACKBURNE.
RICHARD GRIFFITH.
C. E. TREVELYAN.
J. F. D. DONNELLY.

DUBLIN,
18th October, 1862.

MINUTES OF EVIDENCE.

2ND OCTOBER, 1862.

L. E. Foot, Esq., examined.

I am one of the Vice-Presidents of the Royal Dublin Society, and was for many years one of the Honorary Secretaries. This Society was established in 1731, the object being the promotion of husbandry and other useful arts. It obtained its Charter of Incorporation in 1749. Its constitution and mode of government and appointment of officers are thus laid down in the Charter:—

Object of
Society.

[Witness hands in copy of Charter and By-laws.]

"And our will and pleasure is, that it shall and may be lawful to and for the said President, Vice-President, Treasurer, Secretaries, and Registrar, and the rest of the members of the said Society also above-named, or as many of them as conveniently can, within forty days next after the date of this our grant, to meet together at such time and place, as the said President, or any one of the said Vice-Presidents, shall appoint by summons, which the said President, or any one of the said Vice-Presidents, are by these presents empowered and required timely to issue for that purpose to the said members, or such of them as live within our city, or liberties of our city of *Dublin*, in our said kingdom, where they, or the major part of them then present, may nominate, elect, and choose new members, fill up vacancies in offices (if any should happen), choose clerks and other inferior officers and servants, as shall be thought necessary or useful for the said Corporation, to serve in said offices until the second *Thursday* in *November* following, unless they shall sooner die, resign or be removed.

"And our will and pleasure is, that at the general meeting of the said Corporation, on the second *Thursday* in *November*, in all times coming (or in case of any emergency preventing their meeting on that day, then at the next meeting), seven at least being then present, whereof the President, or one of the Vice-Presidents, to be always one, shall be elected a President, and seven Vice-Presidents, to continue in their respective offices for one year, and until others be elected in their room, unless such President or Vice-Presidents shall sooner die, or resign his or their respective offices.

"And our further pleasure is, that it shall be lawful for the said Corporation, or any seven of them, whereof the President, or one of the Vice-Presidents, to be always one, to elect on the second *Thursday* in *November*, in all future times (or in case of any emergency preventing the meeting on that day, then at the next meeting), a Treasurer, two Secretaries and a Registrar, and all such other officers and servants as they shall think needful for the said Corporation; and the persons so chosen shall continue in their respective offices until the second *Thursday* in *November* in the year following, and until others shall be chosen in their room, unless such person so chosen, or any of them, shall sooner die, be removed from, or resign their respective offices.

"And our will and pleasure is, that the said Corporation at any of the three stated general meetings, seven members at least being present, whereof the President, or one of the Vice-Presidents to be one, shall have full power to make such by-laws, rules, and ordinances, for the good government of the said Corporation, as they shall judge meet and convenient. Provided such by-laws be not repugnant to the laws of our kingdom of *Ireland*, and that the same be confirmed by some succeeding general meeting, at which seven at least of the members shall be present, whereof the President, or one of the Vice-Presidents to be one; and the same method shall be observed in the altering or repealing any such by-laws, rules, and ordinances, after they shall be so made and confirmed."

Thus the management of the affairs of the Society was vested in the Society at large, and this state of things continued until 1836, when there was an inquiry into the affairs of the Society by a Committee of the House of Commons, who recommended that the

Change in
constitution.

management of the Society should be confided to a Council subject to direct control over its proceedings by the Society at large; and that newspapers should be abolished. After some difficulty, only on the question of newspapers, all points required were conceded, a Council was appointed, and its powers were determined by by-laws framed upon the charter as follows:—

Council.

Powers and duties of Council.

“It shall exercise a general superintendence over the affairs, officers, and servants of the Society, and over every branch of its establishment; and shall have power to make such orders and regulations for the management thereof as it shall deem necessary or expedient (the same not being contrary to the existing laws of the Society), with such restrictions as are hereinafter mentioned; such orders and regulations to be subject to the control of the Society, as hereinafter more particularly stated.

“The Council shall have power, at its discretion, to require from each section or Committee, that the minutes of its proceedings be laid before it; and shall also be empowered to make such references as it shall think proper to any Committee or section, upon any matters within its department; and the Committee or section so referred to shall be bound to make a report on the subject of such reference to the Council, who shall be enabled to make such orders or regulations thereon, with the concurrence of the Committee, as it shall deem expedient, the same not being contrary to the existing laws of the Society; which order or regulation shall then be carried into effect: provided that the Council shall make no order or new regulation on any matter within the department of such Committee, without the concurrence of said Committee. Provided also, that if the Council and the Committee of any department shall not concur in any new regulation or order in such department proposed by the Council, the same shall be referred to the Society, who shall make such order thereon as it shall think proper, which shall be carried into effect by the Council and Committee respectively.

“The Council shall cause minutes of all its proceedings to be entered in a book, such book to be accessible to the members of the Society; and the Council shall specially report to the Society at each of its stated general meetings. At each meeting of the Society the printed minutes of the Council since the preceding meeting of the Society shall be laid before it.

“In case of any emergency requiring an expenditure which could not properly be delayed from one meeting of the Society to another, the Council is empowered to expend a sum not exceeding £50 on any given object.

“The Council shall have power to make by-laws for its own regulation, provided such by-laws be not opposed or repugnant to the charter or by-laws, or any express regulation of the Society.

“The Society shall have power and authority to rescind or alter any order or regulation of the Council, of a prospective nature, at the meeting of the Society next but one after such order or regulation shall have been made; but no order or regulation of the Council shall be altered or rescinded unless notice of a motion to that effect be given at least seven days before the said meeting of the Society at which same may be proposed to be altered or rescinded; such notice to be given in writing, signed by the mover, to the Assistant Secretary, to be by him posted in a conspicuous part of the Society's conversation-room.”

By that constitution the privileges of the Society were cut down to a veto upon certain acts of the Council. This is the present constitution of the Society; but the functions of the Society underwent a change in 1854, when the following communication was received from the Department of Science and Art:—

Change of functions.

“The Royal Dublin Society is to be informed that their lordships will recommend the vote for its museum to be given on the understanding that it will be devoted only to the purchase of such objects as may be necessary for a Museum of Natural History, including botany, zoology, and mineralogy, viewed in their scientific, but not in their technological, relations; and also for a Museum of Agriculture. This limitation refers to future additions acquired by purchase, and is for the purpose of preventing the expenditure of public money on similar objects in two museums, both accessible to the public, and in close proximity to each other; but it does not extend to the collections already possessed by these museums, or of which they may in future become possessed by donation.

“The Royal Dublin Society is also to be informed, that while my lords will recommend an increased sum to be voted for its exhibitional objects, they will at the same time propose that the Society should ultimately be entirely relieved from the superintendence of its educational staff, in order that the latter may be made

available to the public for instruction by means of the illustrations of the two separate museums of the Royal Dublin Society and of the Museum of Irish Industry, and also that it may be used for the purpose of affording to the provincial towns of Ireland the benefits contemplated by the general educational scheme intrusted by Parliament to this Board. Should this proposal be sanctioned by Parliament, those Professors who would be brought immediately under the new arrangements would be responsible to this Board in regard to the discharge of their duties, although the members of the Royal Dublin Society would still have the benefit of their lectures in illustration of the collections of the museum and gardens."

The society were greatly opposed to this proposition of depriving them of their educational functions, and remonstrated against the proposed change in the following terms:—

"We have been desired to state, for the information of their lordships, that the minute in question has been received and considered with the deference and respect to which every communication emanating from any department of Government is entitled; but inasmuch as most important changes in the character and constitution of the Society appear to be contemplated by their lordships, and are now announced for the first time as conditions, without previous communication or any official inquiry to demonstrate their urgency or justice, the Society do not consider it will appear disrespectful to their lordships if in such a case of surprise they have unanimously determined to remonstrate against some of those conditions, which they regard as proceeding from a misconception of the history and constitution of this body, and inadequate to obtain their proposed objects.

"The most important, and by far the most distasteful, of the conditions tendered to the Society for acceptance is that which proposes 'that the Society shall ultimately be entirely relieved from the superintendence of its educational staff,' thus reducing the functions of this ancient corporation in future to those of a mere exhibitional character.

"As the Department of Science and Art in connexion with the Board of Trade is of recent creation, and as its suggestions as to the best means of extending to Ireland the benefits of industrial education may be fairly regarded as experimental, it cannot appear irrelevant on a question of this nature, involving the abolition of an existing system for the substitution of a new one, to remind their lordships that the primitive and essential character of the Royal Dublin Society, from its origin in the year 1731 to the present time, has been *educational and practical*, and that any change which would deprive it of that character must appear a transition of doubtful result.

"In the year 1749 it was incorporated by charter for 'promoting husbandry and other useful arts in Ireland.' In the year 1761 it received its first parliamentary grant for the encouragement of agriculture, manufactures, and planting. In the year 1785 the Act containing the grant to the Society (25th Geo. III. cap 61) directed and provided for the support of their previously existing drawing schools and the cultivation of such *useful sciences* as the Society should think fit. In the year 1790 Parliament directed that a botanical garden should be established and maintained. Subsequent Acts of Parliament provided for a cabinet of mineralogy and a repository for such cabinet, thus laying the foundation of the Society's present extensive Museum. Afterwards the cultivation of chemistry was added to that of mineralogy, and a professor appointed to teach both sciences. Under the same auspices a lectureship in natural philosophy was established. The Society have thus been moulded by the hand of the legislature into the form they now retain; they were selected by the State as the fitting organ to improve the country and instruct the people through those several departments, which were confided to its care and management, and the State has, up to the present time, recognised the obligation of supporting them.

"It is matter of just surprise and regret to the Society that with such parliamentary authority of the ability and suitableness of this institution to be made a great instrument for the diffusion of *practical science* throughout Ireland, Government should have deemed it necessary or economical to have established in close proximity, and for nearly similar objects, such an institution as that of the Museum of Irish Industry; but more especially is it cause of astonishment that the Board of Trade should utterly ignore all such testimony, and subject the Society, without complaint or investigation, to the deprivation of all their educational staff and functions, hitherto constituting the most effective means of carrying out the objects for which they were instituted.

"It is, no doubt, proper to pay due regard to the reasons stated in the minute for the above intention, viz., 'in order that the latter [that is, the Society's educational staff] may be made available to the public for instruction by means of the illustrations of the two separate museums of the Royal Dublin Society and of the Museum of Irish Industry, and also that it may be used for the purpose of affording to the provincial towns of Ireland the benefits contemplated by the general educational scheme, intrusted by Parliament to this Board.

"The object of their lordships appears to be to devise means of supporting out of the public funds, and by a compromise at the expense and injury of the Royal Dublin Society, the Museum of Irish Industry,—an institution recently established in this city by the Commissioners of Woods and Forests, with a view to the exercise of duties already in great part discharged by the Royal Dublin Society, and which could have been, and can still be, wholly and efficiently discharged with great economy and advantage to the country by a small and comparatively inexpensive addition to the staff and adjuncts of this Society.

"We are instructed respectfully to remonstrate against the assumption of this Society's inability or disinclination to discharge its educational trusts as heretofore, implied by the transfer of these important functions to other hands.

"The Society are further of opinion that the appointment of professors by the Board of Trade, placed under direct responsibility to that Board alone, with divided duties to perform, yet confined exclusively to lecturing, would neutralize the benefits hitherto experienced from the professors attached to this institution. Independently of imparting instruction by lectures, the Society has found the greatest possible advantage to result from the control and undivided authority it possesses over officers of its own appointment, the command they possess upon their time and services, whether by directing their investigations to matters of a practical and scientific nature on reference from the public or members, or by reading papers at their public meetings.

"We are further instructed to remind their lordships that this Society yielded to the suggestions of the Committee of the House of Commons in the year 1836, conceiving that they were calculated to carry out effectually the object of their charter, and, with the sanction of the Government, framed a new code of by-laws for the management of the Society. They established a council, consisting of thirty-four members, and eight standing committees, each of eleven members, to preside over as many departments of the Society; they limited their ordinary meetings to one every month instead of weekly, as heretofore; and conferred on the Council a considerable amount of authority. Besides the standing, there are other committees, such as those of evening meetings and of provincial lectures. This has been the law of the Society since the year 1837, which has been found to answer all its purposes satisfactorily, and has succeeded in engaging and interesting in the affairs and object of the Society at least 120 members, who devote their time and attention to its concerns with no other reward than the consciousness of doing public good.

"The Society at present numbers above 1,000 members, who all unite in the common object of promoting the material interests of Ireland. Should their lordships deprive the Society of the power they possess through their educational staff in carrying out this most important duty, they fear the public will for the future find but little inducement to continue that support which has, in times past, been so freely given.

"If to extend to Ireland the benefits of industrial instruction has been one of the objects in constituting the Department of Science and Art, in this Society already exists an instrument for the purpose, fully organised, of ready application, and appreciated by the public. Should it not be deemed consistent with their lordships' views to make more fully available than at present the resources for industrial instruction offered by this Society, it is hoped that its existing means of usefulness may not be curtailed.

"The Society make the foregoing observations in the way of respectful remonstrance against what they conceive an objectionable condition referred to in their lordships' minute: they consider that before fundamental changes, involving the infliction of severe injury on a time-honoured and useful national institution, are tendered for acceptance under the implied penalty of losing the parliamentary grant, which has been enjoyed for ninety-three years, justice requires that inquiry should precede judgment."

Subsequently a deputation went from the Society to the Board of Trade, and after much discussion, a compromise was proposed by Mr. Cardwell and accepted by the Society, that a joint board of four members of the Society and four appointed by the Government, should have the management of a certain number of lectures here and a certain number in the country; the management of what was called the technical course was handed over to the Museum of Irish Industry.

At present the Council has, in my opinion, full control over the affairs, officers, and servants of the Society. The decisions of the Council as at present constituted, can be set aside by the Society at large, but I have never found the power exercised injuriously to the Society, nor injuriously to the harmonious relation between the Society and the Government. The Society at large has the appointment of

the officers, a power which it has always exercised judiciously and properly, and without any other object in view but the well-being and advantage of the Society. They have always selected the best men irrespective of every other consideration. For instance, we selected Sir Richard Griffith at one time as our Professor of Mining and Mineralogy, Sir Robert Kane as our Professor of Chemistry, and I think all will admit that no selections could be better. Our elections of officers have been exercised without cabal or undue influence. There has not been at any time any serious controversy between the Society and the Government—none that I recollect but one in reference to the abolition of the newspapers; this was when Lord Fortescue was Lord Lieutenant. The grant was withheld one year. We laid our case before Lord De Grey, his successor, who advised us to give up what we considered our rights; we did so, and the following year we got the grant of that year as well as the lapsed year's grant.

Was there not a dispute also between the Society and the Council, and Disputes. the Society and the Government with respect to the Sunday opening of Glasnevin Garden?—There was; that was a very unpalatable proposition; the experiment of opening such places to the public on Sundays was an untried one in this country, and its probable results were viewed with great apprehension by the majority of the members. The question came before the Society twice; on the second occasion it was carried by a small majority.

Have there not been disputes in reference to officers between the Council and the Society, and have not the decisions of the Council been overruled in these cases?—There have been only two cases of that kind; one was the case of the Librarian, who was recommended by the Council to be dismissed for gross misconduct. That recommendation was not confirmed by the Society, and this led to the retirement of some of our most influential members. The other case was that of Mr. MacManus, whose retirement was recommended by the Council; he appealed to the Society at large, who did not, however, support his views, and he subsequently apologised to the Council for the step he had taken.

Are you aware that the Council are of opinion that the executive body Change in of the Society does not possess sufficient control over the management Council. of the affairs of the Society; and that they have recommended that the Council shall have the general management of the Society, and the exclusive control over the paid officers, including the power of appointing and dismissing them?—I am not aware that the Council have come to any such resolution.

[The following recommendation of the Council is handed to Mr. Foot, who reads it.]

“ Having thus gone into a short sketch of the origin and gradual growth of the Society, we have now to call the Council's attention to the important intimation, that the Treasury are of opinion that, from certain facts which come before them, the executive body of this Society (the Council) does not possess adequate control over the general management of the affairs of the Society, and in particular over its officers; and that, to insure full security for the proper appropriation of the Parliamentary grant, the powers of the Council in these respects should be enlarged. On this point your Committee have to observe, that it is clearly essential to the well-being of the Society that the relations between the Government and the Society should be harmonious; and, looking to all the facts of the case, and the analogy between this Society and other large public bodies, your Committee are not prepared to dispute the ground taken up by the Treasury; and they would recommend that the Council take it into consideration to suggest to the Society such a modification of the charter and by-laws as will delegate to the Council the general management of the Society, and give them exclusive control over its paid officers and servants, including the power of appointing and dismissing them, as well as that of regulating their duties. Such a change might render desirable some alter-

ation, so as to cause the action of the Society at large in relation to the Council to be more immediate and direct, and render the Council to a still larger extent than at present the exponent of the opinion of the body at large.

"With this view the Committee would recommend the following modifications in the constitution of the Council and Committees. The Society to elect fourteen members of Council (instead of nine, as at present), of whom five should retire each year, and be ineligible for re-election that year. That the number of standing Committees should be reduced from eight to seven, by amalgamating the Natural Philosophy and Chemistry Committees. That each Committee should elect a Chairman and Vice-Chairman; and that such Chairman, or in his absence the Vice-Chairman, should have a seat on Council, which would thus consist of fourteen members elected directly by the Society; seven returned by the Committees; seven Vice-Presidents; and two Honorary Secretaries—in all thirty members.

"The restriction which prevents the same persons being elected on the Council and Committees should be removed, so that the election for both might be held at the December meeting, and the new Council would come into office on the 1st of January. Many practical inconveniences which are at present felt would thus be removed, and the code of by-laws much simplified. And as the members of Council directly returned by the Society at large would outnumber those sent up by the Committees in the proportion of two to one, the opinions of the members generally could not fail to be fairly represented, and to carry their adequate weight in the Council."

This is all new to me; I must have been away when this decision was come to.

SIR R. GRIFFITH.—I believe you were in the country. That is the decision of the Council, but it has not been yet presented to the general meeting of the Society, because, I believe, there has been no general stated meeting since?

Mr. Foot.—It would seem to me that that new constitution would render an alteration in the Charter necessary, and I think it would be desirable not to meddle with the Charter. The Society attach great importance to the Charter; they are as proud of it as the Royal Society is of theirs, and they would be very unwilling to part with it. The Society would not have any objection to give increased control to the Council; but they have certain privileges, the principal of which are the veto, and the election of officers and Council, with which they would be very unwilling to part. Except these I do not know any privileges that the members of the Society possess over those enjoyed by the general public.

If the Council remains as it is at present, is there any organ or body in the Society with whom the Government can communicate, upon the permanency of whose decisions reliance can be placed?—Yes; the Council for the year.

Are not their decisions liable to be overruled?—Yes; but that is a power that is seldom exercised.

For the power of veto, of which you speak, it is proposed to substitute a more full and direct action by the Society in the election of the Council, all the other privileges remaining the same?—This right of veto is the only substantial privilege the Society possesses. Its library, gardens, and lectures, are all free. This is its corporate right, and I do not see how it can be parted with. More importance is attached to the veto than to the election of officers. This Society interests in its working a vast number of highly influential and highly educated men, and the giving these increased powers to the Council would, I apprehend, diminish that interest, and anything that would produce that effect would be unfortunate indeed. Here is a list of the acting Committees, and a glance over it is sufficient to show what sort of men they are who interest themselves in the working of this Society. The abolition of the veto would be extremely distasteful to the Society.

In the last annual report of the Royal Dublin Society, it is stated

that in addition to the courses regulated under the authority of the Committee of Lectures, the following were delivered :—

Agriculture,	E. W. Davy, M.B.
Æsthetics,	H. Macmanus, R.H.A.
Histoire de France,	M. Desire Pontet.
L'Etat de Louis XIV.,	
Air, Water, and Soils,	E. W. Davy, M.B.
Artificial Manures,	
Political Economy,	J. S. Leatham.
"	R. W. MacDonnell,
"	Edward Gibson.
Zoology, &c., for Zoological Society,	Dr. Harvey.
"	Dr. M'Donnell.
"	J. B. Jukes.
"	Rev. Sam. Haughton.
History of French Language,	M. J. Frings.

Under what circumstances were these lectures delivered, and were they free to the public?—All these were voluntary lectures, except Mr. Davy's; they were gratuitously delivered, and were free to the public. We are glad to throw open our doors to any men of character and ability who are willing to lecture on subjects that come within the objects of the Society, and we consider these lectures to be a very satisfactory part of our proceedings.

Part of the lectures under the "Committee of Lectures" are delivered here, and part in the Museum of Irish Industry; is that a satisfactory arrangement?—I cannot conceive why there should be lectures in both places. The circumstances connected with this are explained in the extracts I have already read from the letter from the Science and Art Department and our remonstrance. I am aware of the nature of the collections here and in Stephen's-green. I think it is most desirable that they should be consolidated, and that the consolidation should take place, because the Museum of Irish Industry has not attached to it the public confidence and regard. There are no members attached to it, while that is the valuable part of our Society, in whose operations upwards of 1,000 persons are personally interested. A single institution of the sort would be sufficient for the wants of the city. If the transfer is made, a selection only from the Museum of Irish Industry collection should be transferred, as many of the things they have are duplicates of ours, while we would altogether dispense with their illustrations of manufactures.

Is there any justification for providing, at the public expense, for the education of the class of persons who attend the lectures here?—I see all classes of persons attending these lectures. I think the greater number of persons who attend these lectures are of the middle rank, to whom it is an object to educate their children as economically as possible. Persons of the humble and middle classes avail themselves largely of these lectures. I would say that in such a city as this it is absurd to maintain two establishments running in parallel lines and in close proximity to each other. The educational functions of the Museum of Irish Industry are shared with us, and I believe that if our grant was increased we could do a great deal more in that way than they could possibly effect. Our great want is the completion of the Museum and the making it what it should be. I believe that our collections are sufficient to fill it above and below. If the Stephen's-green collections were transferred to us we would require additional room. As to enlarging the powers of the Council, I think the present constitution of the Society works well and harmoniously. Perhaps there might be greater power given to the Council if consistent with the Charter, but you should interfere as little as possible with the Charter rights of the members

Regular Lectures.

Collections.
Consolidation.

Audience.

Consolidation.

Wants.

Powers of Council.

It is a great matter to have a Society that interests so many gentlemen; their Committees give active employment to 100 gentlemen of the highest education and intelligence; they have but very little extent of corporate privilege, and if you take that away, you will take away the interest which the members take in the operations of the Society. Ireland is very proud of this Society. It has latterly gone through many phases, constantly altering to meet the views of the Government. We had thought in 1836 that its constitution was permanently settled, but in 1854 the Museum of Irish Industry comes across our path and makes a material change in our constitution. The hope was held out to us that our grant would be increased, but that hope has not been realized—our grant is the same now as when this representation was made in 1854. We have fulfilled our part of the contract, the Government have not fulfilled theirs.

E. W. DAVY, Esq., M.B., M.R.I.A., examined.

Agriculture.
Lectures.

I am Professor of Agriculture and Agricultural Chemistry to the Royal Dublin Society. My duties are—1st, to deliver annually, in the Society's Theatre, two courses of popular lectures on Agricultural Chemistry; 2nd, to give instruction to working pupils in the Society's Laboratory in Analytical Agricultural Chemistry; 3rd, to perform Analyses of Soils, Manures, Agricultural Produce, &c., for the Members of the Society and the public, according to a regulated scale of moderate charges; 4th, to undertake such investigations of a Chemico-Agricultural nature, as the Society or the Council may from time to time require; 5th, to superintend the arrangement and be responsible for the efficiency of the Agricultural Museum of the Royal Dublin Society.

Subject of
lectures.

The courses of Public Lectures, which I have given since my appointment, and the years of their delivery, are as follows:—In 1859, the session after my appointment, I gave a course on "the Elements of Agricultural Chemistry;" this was the only public course of Lectures I gave in the Society that year, in consequence of our arrangements being incomplete, and my having (at the recommendation of Dr. Playfair on the part of the Department of Science and Art) to visit different schools of agriculture in other countries before establishing my regular classes.

In 1860, I gave two courses; the first was on "the Rise and Progress of Agriculture and the Scientific Principles engaged in its successful prosecution;" and the second on "the Atmosphere, Water, and Soil of our globe, considered in their relations to Vegetable and Animal Life, and the Nutrition of Plants and Animals;" both those courses were delivered in the day time.

In 1861, the first course given was on "the Structure and Functions of the chief parts of Plants, and the Physical and Chemical Agencies of Heat, Light, Electricity, &c., in Vegetation as applied to Agriculture, Horticulture, and Rural Economy;" the second course was on "the History, Chemical Constitution, Properties, and Agricultural applications of the most important Natural and Artificial Manures, and the means by which their various adulterations may be detected."

In 1862, the first course I gave was on "the Chemistry of Food, embracing the most important articles of our Diet and Agricultural Produce, together with their impurities and adulterations," and I purpose continuing this subject next year, as it appeared to excite a good deal of public interest, and a course of twelve lectures, I found, to be quite insufficient for its due explanation. The second course given in

this year was on "the Chemistry of the Soil and its relations to Vegetable and Animal Life."

Since the session of 1860, one of the annual courses has been given in the evening, to accommodate a class of persons whose avocations prevent their attending day lectures. The morning courses are made as popular and generally instructive as possible, as they are attended by a mixed class, including ladies and a number of young persons from different schools which break up at that hour. The evening courses are made more especially agricultural, and are attended principally by those more immediately engaged in the pursuit of agriculture. The pupils from the Albert Agricultural Institution at Glasnevin attended them in 1861; they did not do so last year, in consequence, I believe, of some local arrangement. The attendance at both courses is entirely gratuitous; but pupils who choose to go in for examination, and compete for prizes at the end of the *day* course, are registered, and pay a small fee of 2s. 6d. each. There are generally twelve so competing. £5 is the total sum awarded in prizes to the Lecture-room class; last year there was £6—£1 of an unclaimed prize having remained from the former year. There is no registration of students, and no examination for prizes in connexion with the evening course. The average attendance at the lectures has been between one and two hundred; it is about 150 in the day, and 100 in the evening. This difference of attendance arises from the day course being of a more popular character, and of greater general interest; and the evening course being special, and to some extent exclusive. In addition to these lectures, I have given each session, since my appointment, a course of practical demonstrations in Analytical Agricultural Chemistry, in the Society's Laboratory, the average number of which each session has been twenty. The students attending these demonstrations pay a fee of £1 each; they manipulate themselves, and are furnished with re-agents, and all appliances necessary for their operations. At the end of that course, an examination is held and prizes to the value of £5 awarded for superior answering. The majority of the students in that class compete, but there is not the same competition as in the lecture-room class, because, having worked together, each knows the powers of the other, and those only compete who feel they have a chance of success. Eight is about the average number of pupils who attend the laboratory class. In this practical class we confine ourselves to the examination and analysis of soils, agricultural produce, and of manures, with a view to determine their value and detect adulteration. The pupils are partly country gentlemen and country persons engaged in the manufacture of manures. I confine myself as much as possible to Agricultural Chemistry, in order not to interfere with the Professor at Stephen's-green, where General Chemistry is treated of. If the demonstrations were to include General Chemistry, I should have much larger classes, owing to their embracing subjects interesting to a greater number of persons. But even though the number who have hitherto attended those demonstrations is small, I consider that the instruction given is calculated to be of much public utility. I would, however, prefer making my laboratory instruction more general, if it was considered desirable. The whole expense of working this department is £28, which sum is allocated for the purchase and repairs of apparatus, and for chemicals, &c. That sum is quite insufficient; and, in consequence, I am unable to obtain many articles of apparatus necessary to keep up with the progress of the science. For instance, I have not been able to procure a good microscope, and have been obliged to use an old one of my own, which is quite inadequate for my purposes. I avail myself, from time to time, of the

Audience.

Fees and competition.

Attendance at lectures.

Practical instruction.

Competition.

Persons who attend.

Subjects of instruction.

Expense of working.

Utility of
Museum.

Direction of
department.

Suggestions
for improve-
ment.

specimens and models from the Society's Agricultural Museum. I think this Museum may be made highly useful to the public; but it is now only getting into working order. I am responsible for the efficiency of the Agricultural Museum, and since my appointment have assisted the Curator in its arrangement. It has been greatly improved the last three or four years; but still a good deal remains to be done in the way of arrangement. I attach great importance to the information afforded by the Agricultural Museum, as illustrative of the progress of agricultural industry. I have nothing to do with the Agricultural Hall. I conduct a good many analyses of soils and manures in the year, independent of those effected by my classes. Of the sixty-four analyses, stated in the report to have been performed last year, some, were performed by my pupils during the time of practical instruction. I am under the direction of the Committee of Chemistry as applied to Agriculture. They meet at eight stated times during the session. They have the disposal of the £28 allocated to this department; so when I want any article of apparatus or improvement effected I apply to them. They have the arrangement of my lectures, and control over all my duties. I do not submit my syllabuses to them, as it is not considered necessary. The suggestions I have to make for the improvement of the department are—that my salary should be increased to £200, making it the same as that of the other Professors, as I consider that my present one of £150 is quite disproportionate to the amount of duties I have to perform; that a chemical assistant should be provided, which every well-appointed laboratory possesses; and that the sum for the working of the department should be increased. The Chemico-Agricultural Department had, before my appointment in 1858, £120 more than at present. The Professor had £200; there was an assistant at £50; and £48 was allocated for chemical apparatus, &c. Now, the Professor has £150; there is no assistant; and the allocation for its apparatus is reduced to £28. This was done by an arrangement with the Department of Science and Art. The late Professor, whom I succeeded, was, for many years, Professor of General as well as of Agricultural Chemistry to the Royal Dublin Society; in 1854, at the desire of the Department of Science and Art, his duties were confined to Agricultural Chemistry, and from that time up to the period of his decease he held the appointment of Professor of Agricultural Chemistry to the Royal Dublin Society, and received a salary of £200. I suggest that that salary should be restored. An assistant is required to aid the Professor in conducting analyses, teaching the practical pupils, making preparations to illustrate the public lectures, and assisting in carrying on different original researches in the laboratory. At present I have no one to assist me but a porter, whose duties are not alone confined to the Chemico-Agricultural Department, and whose chief business connected with it is to keep the rooms and apparatus clean and light the fires. The present sum of £28 is totally insufficient for the effective working of this department. As to the Agricultural Museum, the principal suggestion I have to make is, that the entrance to the Agricultural Hall in Kildare-street should be opened, by which means this interesting and instructive Museum of the Society would be rendered much more accessible to the public. I am at present engaged making for this Museum a "Food Collection," somewhat similar to that in the Museum of the Department of Science and Art, South Kensington, and am in communication with Dr. Lankester, the Superintendent, on that subject; and I have no doubt, when this collection is completed, it will add much to the interest and public utility of the Agricultural Museum of the Royal Dublin Society.

WILLIAM EDWARD STEELE, esq., M.D., examined.

I am Assistant Secretary to the Royal Dublin Society. The charter of the Society prescribes the holding of three stated general meetings : Meetings of one on the second Thursday in November, one on the first Thursday Society. in March, and one on the first Thursday in June; the session of the Society extends from November to June. Besides these, general meetings are held on the first Thursdays in November and December, and on the last Thursday in each of the other months during this session.

As to the election of members. At any of these meetings it is competent for one member to propose and another to second the admission of a candidate. When so proposed and seconded, his name is hung up in the rooms for one month. At the end of that time he is balloted for in the usual way, and becomes a member if he is found to have a majority of the votes. Persons are elected members from all parties, without any reference whatever to religious or political principles. In the election and all subsequent proceedings every thing is conducted with the strictest impartiality—in fact, I have never heard the matter of religion or politics even whispered.

There are two classes of members, annual and life members. The former pays an entrance fee of three guineas, and an annual subscription of two guineas; the life members pay twenty guineas, and are thenceforward free; but it is competent at any time for an annual member to become a life member upon payment of £15. The great majority,—two-thirds,—are life members. This gives a more permanent interest in the welfare of the Society, and also secures a higher class of members. Nature of membership.

The Council consists of three classes. First, the honorary officers, that is, the seven Vice-Presidents and two Honorary Secretaries; secondly, the Chairman and another member of each Standing Committee; thirdly, nine members elected by ballot from the general body of the Society. The Standing Committees return the names of their Chairman and their second representative, and at the next monthly meeting after that the ballot takes place for the nine from the general body of the Society. Council.

One-third of the Council retires annually, a change which is effected by requiring that each of the Standing Committees shall return at least one member who has not served upon the Council in the past year, and that three at least of those members chosen by the Society at large shall be ineligible for re-election. Change of Members.

The mode of election of the nine Members of Council chosen by the Society at large, is as follows. The names of the nine existing Members of Council, arranged in the order of their election in the previous year, are printed in lists, to which are appended in alphabetical order, with the years of their admission respectively, any additional members proposed at the preceding meeting of the Society. In balloting each member is instructed to mark with an asterisk the names of such candidates, not more than nine in the whole, and of whom not more than six shall have represented the Society during the year then passed, as he may wish to elect. And six at least of those who have served upon the Council during the previous year, together with three of those proposed as new members as shall have the largest number of votes respectively, are elected as members of the new Council. Council, how chosen.

The eight Standing Committees are each chosen annually, as follows. Previously to the day of election each Committee prepares a balloting list, consisting of seventeen names, out of which eleven are to be selected as the Committee. These balloting lists consist of the names of those members of the Committee who have attended one-third at least of the Committee meetings held in the past year, together with so many other Standing Committees.

names of members, also selected by the Committee, as shall make up the entire number of seventeen. The Society elects eleven names out of the entire as the Committee.

By-laws.

The power to make by-laws is confined to the stated general meetings. And when a by-law is passed at one of these meetings, it must be hung up in the Society's room until the next stated general meeting; and if it be then confirmed, it becomes binding.

Privileges of Members.

The privileges of members are: The power to borrow books, to introduce readers to the library, admission to any of the exhibitions of the Society, and reserved seats at any of the lectures. The members are, in fact, free of the house and all that it contains.

Powers and duties of Council.

The powers and duties of the Council are thus laid down:—

"It shall exercise a general superintendence over the affairs, officers, and servants of the Society, and over every branch of its establishment; and shall have power to make such orders and regulations for the management thereof as it shall deem necessary or expedient (the same not being contrary to the existing laws of the Society), with such restrictions as are hereinafter mentioned; such orders and regulations to be subject to the control of the Society, as hereinafter more particularly stated.

"The Council shall have power, at its discretion, to require from each section or Committee, that the minutes of its proceedings be laid before it; and shall also be empowered to make such references as it shall think proper to any Committee or section, upon any matters within its department; and the Committee or section so referred to shall be bound to make a report on the subject of such reference to the Council, who shall be enabled to make such orders or regulations thereon, with the concurrence of the Committee, as it shall deem expedient, the same not being contrary to the existing laws of the Society; which order or regulation shall then be carried into effect; provided that the Council shall make no order or new regulation on any matter within the department of such Committee, without the concurrence of said Committee. Provided also, that if the Council and the Committee of any department shall not concur in any new regulation or order in such department proposed by the Council, the same shall be referred to the Society, who shall make such order thereon as it shall think proper, which shall be carried into effect by the Council and Committee respectively.

"The Council shall cause minutes of all its proceedings to be entered in a book, such book to be accessible to the members of the Society; and the Council shall specially report to the Society at each of its stated general meetings. At each meeting of the Society the printed minutes of the Council since the preceding meeting of the Society shall be laid before it.

"In case of any emergency requiring an expenditure which could not properly be delayed from one meeting of the Society to another, the Council is empowered to expend a sum not exceeding £50 on any given object.

"The Council shall have power to make by-laws for its own regulation, provided such by-laws be not opposed or repugnant to the charter or by-laws, or any express regulation of the Society.

"The Society shall have power and authority to rescind or alter any order or regulation of the Council, of a prospective nature, at the meeting of the Society next but one after such order or regulation shall have been made; but no order or regulation of the Council shall be altered or rescinded, unless notice of a motion to that effect be given at least seven days before the said meeting of the Society at which same may be proposed to be altered or rescinded; such notice to be given in writing, signed by the mover, to the Assistant Secretary, to be by him posted in a conspicuous part of the Society's conversation-room."

The Council exercises a certain amount of superintendence over the affairs of the Society. The finances of the Society are placed in its hands. It has no power to make laws that will control the Society at large. The Council is quite under the control of the Society. The cases are not distinctly laid down in which the acts of the Council require the confirmation of the Society; but any thing different from the usual routine is submitted to the Society for confirmation. The Society very seldom decides against the Council. In all ordinary cases the Council has the power to decide, reporting to the Society, but not for confirmation. The cases submitted to the Society are those which are selected by the Council itself. The Com-

mittees report to the Council, and the Council submits their recommendations to the Society at large. The Committees are in official relation with the Council only, and not with the Society at large. The Committees report their proceedings to the Council from time to time, and these reports are laid before the Society by the Council.

As to the functions of the Committees:—and first, the Agriculture Committee. The functions of this Committee relate almost exclusively to making all the necessary arrangements for the agricultural shows, fixing the prizes, selecting the judges, distributing the prize lists, and superintending the arrangements in the show-yard. The duties performed by this Committee are similar to those performed by the Voluntary Agricultural Societies in England and Scotland. The Society holds two shows every year, and this Committee has charge of all the arrangements. The annual average expenditure on these is about £1,500, of which £250 is appropriated from the grant. If the receipts, which are variable and dependent on the weather, fall short of the expenditure, the sum is made good out of the general funds. There has not been any proposition brought forward to amalgamate the Royal Agricultural Society of Ireland with this Society, for the management of these shows. I am not prepared to say whether it might not be arranged with the Royal Agricultural Improvement Society to carry out these shows. The receipts of the last show were about £1,060; but the receipts are very variable.

Function of
Committees.
Agricultural
Committee.
Shows.

Previous to 1854 we had a Professor of general Chemistry. Since then the Professor has confined himself to Agricultural Chemistry, and acts under the direction of the Committee of Chemistry as applied to Agriculture. The Science and Art Department, after some negotiations, consented to the retention of this Professor as Professor of Agriculture; but they arranged that his emoluments should be reduced, and the expenses of the department reduced also. The sum allotted to that department is not sufficient for its efficient working. The Professor of Agriculture gives two courses of public lectures and one of practical laboratory instruction. I have never attended his lectures, but the number of persons attending, as exhibited by the report, shows that a considerable amount of interest is attached to them. The Professor of general Chemistry is attached to Stephen's-green. I am not able to speak of the class of persons who attend the lectures of the Professor of Agriculture, but I know that in one session they were attended by the pupils of the Agricultural Model Farm.

Professor of
Chemistry.
Chemical
department.

The Agricultural Museum is in charge of the Curator, Mr. Corrigan, but Professor Davy is responsible for its efficiency. This Museum is managed by the Committee of Manufactures, agriculture being the staple manufacture of Ireland. This is a financial and advising Committee. It meets monthly, receive from the Curator his requisitions for work to be done or purchases to be made, order such as upon examination they deem necessary, to the extent of the sum allocated to them, examine and sign the bills furnished, if correct, and forward them to the Council for payment.

Agricultural
Museum.
Committee of
Manufactures.

The library is also under the care and superintendence of a Standing Committee, who are intrusted with the selection of the books and the management of the finances of that department. They determine what books may or may not be lent to the members, and under what circumstances, and for what purposes, valuable scientific works may be so lent. This Committee meet once a fortnight, and is composed of gentlemen engaged in literary and scientific pursuits. The mode in which books are purchased is this, the bookseller sends in a list of the new works, toge-

Library
Committee.

Expenses of Library.

ther with the works themselves; the Committee examines and orders them, and also such in the recommendation-book as they consider should be purchased, and forwards this to the Council, who make the necessary order. The allocation for the purchase of books, binding, and contingencies, is £550 a year; the whole expense of the department is about £930. Messrs. Hodges and Smith are the booksellers. They were chosen after public competition, and allow a liberal discount on the purchases. Tenders were called for by public advertisement, and they were selected accordingly.

The rooms formerly occupied by the Natural History Museum are nearly all now available for the library; but the books cannot be moved into them until the shelving is complete. The Committee have expended £200 in shelving, but five rooms are still unshelved. Until these fittings are put up, the books, which have accumulated to a large extent, and are stored in the roof and piled on the floors, cannot be accessible either to the members or the public. These rooms will be sufficient for the present collection, and will leave space for accumulations for some years. A considerable number of the books in the library are donations or exchanges for the Journal of the Society, which is sent to every scientific society in Europe and America, and these societies send their transactions in return. About 250 copies of the journal go out quarterly to the various learned and scientific societies. I think the library a most admirable and most useful part of the institution.

Evening opening.

The experiment of opening the library in the evening, three times a week, has been very successful. The funds will not allow the opening of it every night, although the Society is very anxious to extend this privilege to the public. The average attendance of readers, exclusive of members, is stated in the last report to be forty-nine in the day, and nine in the evening; but at present double that number attend in the evening.

Admission.

The privilege of admission to the library is exercised most freely. Each member is furnished from time to time with forms, to certify that the person to whom he gives the privilege is a proper person; and the members are so numerous, that the admission may be regarded as free. Each person gets a card to admit for three months, and this can be renewed when the term expires. The forms required for admission only amount to a guarantee for respectability. The principal requirements of the library are funds to provide for the expenses of light and attendance in the evenings, and additional funds for the purchase and binding of books. All books of a high literary or scientific character are purchased. The books in the library are all books of general literature, and books relating to the arts and sciences. Religious, medical, and legal works, and works of imagination, are excluded. All the leading magazines are taken in, but no newspapers except the literary ones—the *Saturday Review*, the *Athenæum*, and *Literary Gazette*.

Other Libraries.

The other libraries in Dublin are—Trinity College Library, which is limited to the purposes of the University, and only open to graduates; the Dublin Library, open only to subscribers of £1 a year; it is a struggling institution, and is chiefly valued for its news-room. Marsh's or Stillingfleet's Library is confined to books of great antiquity. Then there is the Queen's Inns Library, for members of the legal profession. But this is the only library upon which the public can rely for access to books of character in current literature and science. I am perfectly satisfied that the public derive very great benefit from the existence of this library.

The Committee of Natural History has the control of the Museum, and direct the purchase of specimens, &c. The Director is in immediate charge of the Museum. He makes his suggestions to the Committee, which makes its reports to the Council upon the state and progress of the department. The Director acts under the immediate superintendence of the Committee, the Committee being under the superintendence of the Council. This rule applies to all the departments. The officers of the different departments act under the immediate orders of their respective Committees, who are themselves under the direction of the Council.

The Natural History Museum is still unfinished, and is not available as a means of public instruction. There is no flooring in the under part, nor any means provided for heating it. An apparatus has been provided for heating the upper part. There is a deficiency of cases for setting up the specimens. There are no less than 2,500 birdskins remaining unstuffed; a large number of specimens of fish are lying in casks. A portion of the minerals has been arranged and named, but many more cases are required to complete this arrangement. During the last ten years not more than £300 has been expended in the purchase of specimens, while the value of the donations made during the same time has been many times that amount. Among these were the unique collection of Arctic birds and fossils from Sir Leopold M'Clintock; a most interesting collection of Bornean birds, from Sir W. Jeffcott; a collection of shells from Jamaica, by Professor Adams; and a collection of native birds, by Mr. Montgomery. I consider this a most valuable collection in mineralogy, geology, and the different departments of zoology. No provision has been made for the arrangement of the ethnological collection; and, in fact, the whole collection is lying useless as a means of instruction, with the exception of part of the minerals.

The Committee of Botany and Botanic Garden has the general superintendence and the control of the Curator in the performance of his duties. The collection of plants has been almost altogether made up of donations and exchanges. The teaching afforded by this department is a very important part of the Society's operations. The Garden affords the Professor the means of teaching the science here and at the Garden; while specimens are given to other Professors, to those of the College of Surgeons, the Carmichael School of Medicine, and the Queen's College, Galway, for the illustration of their lectures. Specimens are also furnished to the School of Art, for educational purposes.

The funds for the general support and maintenance of this department are quite inadequate. The fuel alone costs £150 a year, and that will increase as the buildings increase. The Palm-house has been built by a special grant of £2,500, but there is no fund for supplying it with fuel, nor for additional attendants. The Professor of Botany is not at present attached to this Society. The Curator may be regarded as in care of the Garden. He resides there, overlooks the workmen, and is responsible that the work is properly done.

I do not think the Garden would be of the least use without a Professor of Botany. The public would have no other opportunity of learning the character of the plants. They could not get that knowledge without the teaching of a Professor. In fact, I am of opinion that the public lectures are most valuable and important, and that without them the Garden would be comparatively useless as a means of instruction. The Professor of Botany gives twelve lectures here, twelve at the Garden, and twenty at the Museum of Irish Industry. Those delivered in the Garden and Lecture Theatre in 1860 were attended by an average of seventy persons.

Wants.

There is one very important want at the Garden, namely, the erection of a building for a Museum of Economic Botany, such as those at Kew and Edinburgh. This is one of the most valuable establishments that could be connected with the Garden. There is the nucleus of a very good collection in the small iron house at present allocated to it. But I am afraid it is undergoing deterioration in consequence of the house being quite unsuited for its preservation.

Fine Arts.

The Fine Arts Committee has the control of the picture and statue galleries, and the general supervision of the school, without, however, any interference in the instruction given. It meets monthly, receives reports of the state of the school attendance and fees from the master, and it draws up the reports that are to be sent to the Department of Science and Art. It acts as the deputy of the Council, who have the same powers as the Committee of any local school. The instruction given is laid down by the Department of Science and Art. I have heard complaints outside of the insufficiency of the instruction given in the school. I think a great improvement would be effected in the teaching by having a master attached to each department of drawing, as it was when under the control of the Society. At present the whole work falls upon two masters, whose duty it is to teach all the branches of the Fine Arts; and even if it were possible for them to be proficient in all these branches, the small portion of time that can be given to each pupil can never secure successful teaching. The Society would gladly see the original order of things, which was found to work with great success, restored.

Manufactures.

The Committee of Manufactures has the arrangement of the occasional exhibitions of manufactures and works of art, and the superintendence of the Agricultural Museum. The Exhibition of Manufactures has been held every three years since 1830. It has not been held since the Great Exhibition of 1853, but I believe it is intended to resume these exhibitions, or others somewhat similar, after a little time; £150 is the sum placed at the disposal of this Committee annually as a guarantee fund for exhibitions. Last year there was an accumulation of £450, which was expended upon an Exhibition of Fine and Ornamental Arts. It started with a guarantee, by private contributors, of £5,000, to guard the Society against loss; in a short time the guarantee fund reached £10,000. The exhibition was a great success. Upwards of £8,000 was received, and out of this were paid the cost of constructing the galleries in the Agricultural Hall, and all other expenses connected with the exhibition.

**Natural
Philosophy.**

The Natural Philosophy Committee may be said to be in abeyance since the Professor became detached from the Society. Its duty is to see that care is taken of the extensive physical apparatus belonging to the Society. This apparatus is used at the lectures in Stephen's-green Museum as well as here. Some protecting cases are greatly required in this department.

**Evening
Meetings.**

The Committee of Evening Meetings has the management of the scientific meetings held during the Session for the reading and discussion of scientific papers. It receives proposals from persons desirous of reading; examines the papers proposed to be read; gives or withholds permission, as it considers best. Selections of the papers are printed in the quarterly Journal of the Society. Persons who are not members are invited to communicate papers. The average attendance is about 200. The discussions are conducted with great vigour and spirit, and many interesting and important papers are read during the session.

(Dr. Steele here gives a detail of his duties, for which see Appendix, page 121.)

I am aware that there is a sum voted by Parliament to this Society, and that further sums are required for placing the various departments in a proper state of efficiency. I am also aware that the Council have recommended that there shall be delegated to the Council the general management of the Society, and the exclusive control over its paid officers and servants. I decline to give any opinion that it would be to the advantage of this body that there should be some delegated body within it having the control of the officers and servants, and the power of appointing and dismissing them. I know that for the most part that is the constitution of the Council, or directing body, in most public bodies. That is the case in the Colleges of Surgeons here and in London—where the central Council is supreme during the year of its office. It is the case, I believe, in the Royal Agricultural Improvement Society of Ireland since the obtainment of its charter. In all railway companies also the Directors are supreme for the year, and have the appointment and dismissal of all the officers and servants. I decline to express any opinion as to the expediency or otherwise of altering the present constitution of this Society. I believe that it is to the advantage of other large Societies, that their affairs are administered by Councils elected annually and having paramount authority for their year of office. It is the opinion of some of the members that such a change in the constitution of the Society would render desirable some alteration, so as to cause the action of the Society at large in relation to the Council to be more immediate and direct, and render the Council, to a still larger extent than at present, the exponent of the opinion of the body at large. If the Society at large gives up the power of overruling the decisions of the Council, and the Society be at the same time more fully represented at the Council, the only difference between the two constitutions will be that one mode of control will be substituted for another;—instead of controlling the Council through its own direct action, the Society will exercise its control through a delegated body. At present the Council is obliged to go to the Society for the sanction of its acts in all cases except those of ordinary routine. The Council is not provided for at all in the charter—it is elected under a by-law. I do not think the constitution of the Council with these full powers would affect the popularity of the Society. I have no doubt it would be distasteful to a good many members, but I believe many would be in favour of this constitution. The Royal Agricultural Improvement Society is a popular body, and upon getting their charter they constituted within themselves a supreme Council, and this did not interfere with their popularity. According to the proposed change the power of the Council would be increased, and the position of member of Council would be a source of greater distinction and importance. I think a corresponding increased attention would be paid to the election of the Council, and that persons of high distinction and great eminence would desire to be elected to the Council.

I am slightly acquainted with the collections in the Royal Dublin Society and generally with those of the Museum of Irish Industry. To some extent they are duplicate collections. They have a library at Stephen's-green for use of the Professors, and we give the Professors the free use of our library; they use at Stephen's-green our collections and our apparatus; we send there quantities of specimens of various kinds to illustrate the lectures. The teaching is the same in both places, both as regards the matter and the persons who teach—it is simply an alternation between the two places. There is not a doubt

that it would be more convenient to have the two collections grouped, and the instruction given in the one place. I do not think there is a want in Dublin for two institutions of the same kind. By uniting the two a considerable saving would be effected as the one staff would suffice. Everything that they do at Stephen's-green in the way of instruction we can do, and I am not sure that we could not do it better if the same means were placed at our disposal that is afforded to them, I have no hesitation in saying that the consolidation, if determined upon, should take place in the Royal Dublin Society, in consequence of its established reputation, and from its having such widespread roots throughout the country. I am aware that there are at Stephen's-green collections illustrative of the manufacture of porcelain, glass, iron, and various clays, which are of no practical value to this country, because they are manufactures not carried on here. I do not see any great use in these collections as instruments of Irish industrial education. Supposing what is not useful is omitted, I think we have the means of accommodation for everything that is in Stephen's-green Museum that is not a duplicate of our collection in Mineralogy and Geology.

Lecture
system.

Assuming that there are special reasons for Government aid to be given for teaching Agriculture and Botany, do you consider there is sufficient justification for teaching Physics, Chemistry, and Zoology out of the public funds?—I consider the teaching of these subjects an agent of civilization generally. These lectures are largely attended by ladies and young persons generally, who derive much admirable scientific information from them, and whose minds are directed to scientific pursuits in afterlife in consequence of the lectures delivered here.

Are the persons who receive instruction from these lectures the class for whose education provision is made by the State in other parts of the kingdom; and if not, what special reason exists for it here?—The persons who attend these lectures are generally of the middle class; and as the State provides for the poorer classes an education which they could not otherwise obtain, and University education for the upper classes, I think the State should provide for the middle classes also an education that they could not otherwise obtain.

The object of the Science and Art Department is to afford assistance to the *industrial classes*, in procuring instruction in Science, and to leave to the middle and upper classes their own education. Why should a provision be made for the instruction of the middle and upper classes here that is not made in other parts of the kingdom?—I think the State should provide the means of instruction which could not be attained from private sources. Of the great utility of the lectures delivered here, I can speak in my own person. The first direction of my mind to scientific studies was due to the lectures which I attended in this house when young, and at that time I could not get elsewhere the instruction which I obtained here.

If the aid at present given by the State to this system of instruction were withdrawn, would there not be then sufficient inducement to private parties to supply the want of a scientific education to the middle and upper classes who could afford to pay for it?—I do not think there would be.

Is it possible that a self-supporting system of scientific education can ever be established so long as Professors are paid by the State for affording this scientific instruction?—I think the system of teaching by these free public lectures may go hand in hand with a system of private teaching. The first tastes and stimulus are given by the lectures, and the subsequent closer investigation of the subject may be pursued under the system of Science Schools. Each would act as an

aid to the other, the taste for the pursuit having been derived from public lectures, which people are led to attend because they are free and open.

Under the Science Minute, public aid is given to the scientific instruction of the industrial classes by payments on results. Is not that a more effectual system for securing to these classes a scientific education than the system of teaching by Professors without regard to results?—I think one system is ancillary to the other; but the system of teaching by certified teachers and payments on results does not supply the place of professorial teaching. To learn Chemistry, for example, or Physics, the student must see the experiments performed before his eyes; and this can only be done by a highly accomplished teacher, such as the Professors under the present system are.

Under the Science Minute, aid is given to the scientific education of the industrial classes:—1st. By payments on results to certificated teachers; 2nd. By grants towards purchase of apparatus; 3rd. By public examinations, in which Queen's medals and honor certificates are awarded to all successful candidates, whether taught by a certificated teacher or not. The certificated teacher receives £1 for every student of the industrial classes who has received forty lessons from him in the subject, in which the teacher is certified, and passes in such subject, £2 for every one who is honourably mentioned, and £3, £4, or £5 for every one who takes a Queen's prize, according to its grade. Is not that a more effectual system than the present one for securing a scientific education to the industrial classes?—I think it might be desirable to combine both. I think it would not be judicious to abolish the system of public lectures, because it is by these that the public mind is drawn to the subject. The public derive great benefit from these lectures; they are looked upon as a sort of institution; and the public at large would greatly regret their abolition.

LORD JUSTICE.—If this instruction by public lectures was not afforded, would or could the persons who benefit by it acquire this scientific knowledge elsewhere?—I do not think they would or could.

Supposing the system of lectures continued, would it not be advisable to charge a small fee for attendance as a test of the value attached to the lectures?—I think the least possible difficulty should be thrown in the way of communicating knowledge; and there is one thing that should be taken into account, that the desire for scientific instruction must be amongst us fostered and encouraged. The difference between the attendance at the free lectures and at those for which a fee is paid shows what the result of putting on a charge would be. When the charge of 2s. 6d. or 3s. 6d. is made for the course, the attendance is sometimes very few, and when this little fee is taken off the room is crowded; the fee in such case acts as an obstruction to the diffusion of knowledge.

Does not that show that a craving for scientific knowledge has not been produced by the lecture system.—I do not think it does. A craving has been produced, but not to the extent of inducing the public, who have been accustomed to have these public lectures without charge, to pay for the acquisition of scientific knowledge.

Would not the introduction of the Science Schools supply the want sought to be supplied by the lecture system?—I think one might be an aid to the other, but I do not think that the Science Schools could supply the instruction afforded by the system carried on so long in this city.

Why is it that Dublin should be an exception to the various towns in England in this respect?—The public here have been used to these

lectures ; they like them ; and they would greatly disapprove of their being stopped. One of the functions of the Society is to send, through the Committee of Lectures, lecturers down to the different towns on certain conditions. These lectures are greatly sought after, and there are always more applications than can be complied with.

If it was determined to continue public assistance to this system of teaching by public lectures in Dublin, would there be any reason for refusing such assistance to other places upon their applying for it?—Unless that *we* have had it, and they have not. Besides, this is a metropolis with a large population, and its institutions should be of a metropolitan character. The system is pursued in London, where free public lectures on scientific subjects are delivered in the Royal Institution and other places. I know I derived great benefit myself from our public lectures ; and I would be very sorry to see them abolished.

Would the utility of the Museum of Natural History and Botanic Garden be interfered with by the discontinuance of this system of teaching?—Unless there be a system of teaching such as to induce the public to visit the Museum for the purpose of acquiring knowledge, and to place them in the position of being able to acquire that knowledge, I do not see the use of these collections. They cannot be understood or appreciated unless in connexion with a teaching such as is derived from the lecture system so long established. I am decidedly of opinion that it would be more advisable to maintain a staff of efficient public lecturers at the expense of the Museum and Botanic Garden, than to support those departments more liberally but without the staff of professors, even were Science Schools established.

Are you aware that the Science Schools under the Minute of Council have already been successfully introduced into this country?—I am not acquainted with the working of the system of the Science Schools.

3RD OCTOBER, 1862.

The Rev. SAMUEL HAUGHTON examined.

Natural History Museum. I am a Fellow of Trinity College, and Professor of Geology in the University of Dublin. I have taken an active interest in matters connected with science in Dublin, and particularly in all matters connected with science in this Society. I have taken some trouble to classify and arrange the mineral collection belonging to this Society. I found
The minerals. it in a neglected condition ; but I succeeded in arranging the minerals so as to cause them to be better known to the members of the Society ; and that better knowledge has revived an interest in mineralogy that
Contents. formerly existed. This collection is of great value. It consists of three well-known collections: the Leskean, purchased by the Irish Parliament; the general collection, made under Sir C. Giesecke ; and the valuable collection of the late Baron Joy. There is a fine collection of Irish Carboniferous fossils, collected by Sir Richard Griffith ; but the Geological collection is defective in specimens of the Silurian and English rocks. The Geological collection has been chiefly made up from contributions, and therefore labours under a defect which it would not have if purchased in a systematic manner. The arrangement of the minerals is by no means complete. When I was in Copenhagen, where there is a Greenland collection similar to ours, I was spoken to by some gentlemen who heard of our collection, and were very anxious to know if they could see Giesecke's Greenland specimens on coming over. I was ashamed to say that they were huddled away in drawers,

where they could not be referred to. We have the means of making a collection, which, although deficient in some respects, would be only inferior to that in the British Museum. The Geological collection in Stephen's-green is superior to ours, except in the Carboniferous formation; and it would be a great public benefit to bring the minerals and fossils of both institutions together. I am of opinion that collections made by Geological Surveys ought not to be kept together, as Geological Survey collections, but should be sent to a public museum. If it be desirable to keep any local group together for a specific purpose, it might be done; but all local collections should be united into one general museum. It is for the interests of science and illustrative of the history of the earth's crust, that all the fossils should be brought together, and arranged according to their zoological affinities, without reference to where they came from. We want a museum in Dublin, with a large general collection for popular purposes. There is a clear line of distinction between a collection suitable for a University and one for the general public, and that is a distinction well understood in foreign countries. The collections in the Dublin Society and the Museum of Industry are similar, but supplementary; and a very good collection could be made out of both. Our collection of minerals is far finer, but they have a very fine collection of fossils. Their Silurian fossils and Portlock collection, with our Carboniferous, would make a very complete collection, and the duplicates might be disposed of to other museums. If this consolidation takes place, the transfer should be to the Dublin Society, which is known throughout the country, while the Museum of Irish Industry is comparatively unknown. I could not hesitate to express my opinion that the Dublin Society is the proper place for a public collection. A great impulse would be given to the evening meetings, if we were in a position to spend more money in the publication of the journal in which the papers read are printed. Many papers are not sent to us, because it is well known that we are limited in funds for publication. The papers not given to us on that account are sent to other societies; and many of the papers read in London societies come from Ireland. There is no middle class examination in this country, such as there is in England, in connexion with the University of Dublin; but in the year 1857 the Dublin Society established a system of examination in the elements of education necessary for persons entering public or commercial offices, and the system has been attended with success. The certificates given to the successful candidates in these examinations are now greatly prized, because they are a proof of requisite competency for certain situations, and are the best recommendations for employment. The growing desire to obtain these certificates is evinced by the gradual increase in the number of candidates. In 1857 there were 22 candidates; 1858, 28; 1859, 34; 1860, 37; 1861, 38; 1862, 65. These certificates are recognised by several banks, railway companies, and commercial houses, and in fact are passports to employment; they have even now come to be recognised by the public departments, and this year we were allowed to nominate six of the pupils who had obtained certificates to compete for appointments in the Census Office. But the examinations are only held in Dublin, and it is strongly felt that they should be held in the country also. At present a candidate from the country has to undergo the expense of travelling to town. Sometimes the necessary expenses are paid by their friends; but complaints have been made of the hardship this inflicts, and we have been pressed to hold examinations in the country as well as in Dublin. What I would suggest is,

Public
Museum.

Arrangement.

Popular
Museum.

Consolidation.

Evening
meetings.Examination
for certificates.

Royal Irish
Academy.

that these examinations should be held in connexion with the examinations held in towns after the lectures delivered each year under the arrangements made with the Committee of Lectures. It is a hardship that there is no way of obtaining these certificates but by coming up to town; and this could be remedied by having the examinations put in connexion with the local lectures and examinations. The examinations after these lectures are prized by the country; but they are of very inconsiderable value when compared with these, success in which is a sure road to profitable employment. The subjects of this examination are reading, writing from dictation, arithmetic, and the elements of history or algebra. Students have come from Limerick, Drogheda, and Londonderry, to compete for these certificates, so highly valued are they, and so well recognised. We are satisfied that these examinations have done a great deal of good, and that we should make some arrangements for holding them in the country; and I believe that the adoption of this course would increase the popularity of the Institution. I take an active interest in the proceedings of the Royal Irish Academy. It was established for the cultivation of antiquarian knowledge, polite literature, and science. There is an antagonism between science and antiquities in the Academy, as each department endeavours to advance its own objects, so that the progress of the Society is much interfered with. In the antiquity department the money is spent on purchases for the museum, in the scientific it is spent on printing. This has created an antagonism, arising from the activity with which each branch is cultivated, that has been attended with unfortunate results. The Academy is the only Society in Dublin that publishes very expensive scientific papers; but they are in want of funds, and persons who have papers requiring a large amount of illustration, must send them elsewhere. The total income of the Royal Irish Academy is under £1,000—£500 from Government, and £500 from the Cunningham Fund and subscriptions. The Academy is, on a small scale, the Royal Society and the Antiquarian Society combined. I think both parties would be glad to have an alteration in the charter, not for the purpose of separating, but for the purpose of dividing the grant, and making two distinct sections in the same Academy. This would stop that antagonism that is at present so disastrous.

ALEXANDER CARTE, Esq., M.D., examined.

Natural His-
tory Museum.
Contents.

Condition of
specimens.

I am Director of the Natural History Museum of the Dublin Society. That museum aims at being a complete Museum of Natural History. The collection consists of the usual objects of interest in Natural History, and is a very valuable and extensive one. It contains the Vertebrata, including Mammalia, Birds, Reptiles, Amphibia, and Fishes—the Mollusca of various kinds—the Annulosa, including insects of various kinds, (such as Lepidoptera, Coleoptera, Hymenoptera, and Hemiptera, &c.) Crustacea, and Echinodermata, &c., &c.; in fact more or less of all the objects of Natural History. It possesses, in addition, the Geological and Mineralogical collections. The collection is not at present placed out for exhibition, in consequence of want of funds to purchase the necessary cases. The specimens are now lying in boxes, drawers, and bottles out of the public view. The new building has ample room for placing out the present collection, but a collection of the kind is more or less a growing one—there are gaps in it which are to be filled up as opportunity offers. In consequence of the present state of the Museum, it is not available for public instruction. The collection has been chiefly formed

by donations from private individuals. During the eleven years that I am connected with it, there has been expended in the purchase of specimens only, £373; while a very large addition indeed has been made by donations. Of Birds alone, 2,500 skins have been presented, while there were not more than 150 purchases made in that class during the same time. This applies to the other classes, and in the same proportion. The collection is a most valuable and extensive one—it contains many objects of the highest interest. The Arctic Collection of Captain McClintock alone is most valuable, and one which it would be almost impossible to get again. There are Ammonites from Prince Patrick's Land which are most important and interesting to science. There are very few of the Mammals set up in the Museum for want of protecting cases. Without the proper cases the eyes are liable to be picked out, as they have been. These are made of glass, and cost generally half-a-guinea a pair. They must also be protected from dust and moths, and without this protection I could not put them out. The same may be said with regard to the birds. I have none of the new birds set up—I have no cases to put them in, and they would be destroyed without them—in fact if moths were once permitted to multiply, one season would be sufficient to cause destruction to an entire Museum. As I get the birds I put them in paper; marking the name of the donor, and of the specimen, and stow them away in drawers. The Butterflies likewise are away in boxes—they cannot be exhibited for a similar reason. Part of the mineralogical collection has been arranged and exhibited through the kind exertions made by Professor Haughton. I do not consider that part of the collection as under my charge. There is a Professor of Mineralogy attached to the Society, and I have as much as, or more than I can do to faithfully discharge my duties in connexion with the Natural History portion of the Museum. The specimens placed in boxes, if looked after, are not more liable to deterioration than if set up in cases; but preparations intended to be preserved in spirits are liable to decay. The circumstance of not being able to exhibit the different objects, acts as a discouragement to gentlemen who would otherwise be disposed to make presents to the Society. Some of Captain McClintock's collection is exhibited. I would urge the necessity of appointing some additional assistance both in making the necessary preparations and arrangements, and in attending the Museum. I have only one boy to assist me—he is a stuffer, whom I taught myself. He and I are the only persons in charge of the whole department. There is but one porter, who is by no means adequate to the attendance required for the two large rooms. I know the Natural History collection at the Museum of Irish Industry. The animals it contains, so far as I am aware, are those which were obtained during the Portlock Survey. It consists of Birds, Fish, Shells, Crustacæ, &c., &c., similar to our Native collection, and it would, perhaps, be desirable to place them all together. I do not think that the Mineralogical and Geological collections of the two Museums are in duplicate, unless, which I am not aware of, Sir Richard Griffith may have presented a collection to the Museum of Irish Industry similar to that formerly given by him to this Society. The Geological collection at Stephen's-green has been made by the present Geological Survey, whose labours still continue. I should think we do not possess many (if any) duplicates of that collection. I have nothing more to add. Mr. Andrews has been appointed by the Natural History Committee to represent their views, and, I understand, he has drawn up a report which he is prepared to submit.

Want of
assistance.

Mr. ANDREWS read a report representing the views of the Natural History Committee in respect of the Museum.

He then said:—I have been for many years a member of the Natural History Committee, and was therefore requested to attend the Commission upon the part of the Committee, and submit a report of what had been done in the Museum, and what remained to be done for the object for which it was established—public instruction. The objects in the Museum given by donation are greatly in excess of those obtained by purchase. There are the large collections presented by Sir Leopold M'Clintock, and by Sir William Jelfcott, the presentations from the India House, and other most valuable contributions. I should say that the donations are more than twenty to one of the purchases. The whole expenditure upon the Museum is £650 a-year, of which last year £195 was for specimens, preparations, carriage, &c. I do not know any thing of the collection in the Museum of Irish Industry. I think it highly desirable to concentrate in one building collections of Natural History, Geology, and Mineralogy. One suite of reference would be very desirable for the general public. The magnificent Library of the Society, and its collections, would not alone be valuable to the student but to those more advanced in science.

HENRY CONNOR WHITE, esq., examined.

Accounts and
audit.

I am Registrar and Housekeeper to the Royal Dublin Society. My duty as Registrar is to keep the accounts of the Society in its collective and departmental capacity. I keep separate accounts of each department or committee, as well as the general accounts of the whole body. I have to make a monthly return to the Council of Science and Art, as well as to the Board of Audit; a duplicate account is prepared monthly, one for each of these departments. The accounts go before the Committee of Finance, which is a sub-committee of the Council. There is a particular allocation of money to each department of the Society; and it is my duty to see that that allocation is not exceeded, and to examine and keep the accounts within due limits. Every bill for payment must come to me from its own committee, signed by the proper officer and the Chairman. It passes from me to the Finance Committee; it is examined by the Finance Committee with the greatest care and minuteness, and if passed by them, it is sent on to the Council, who authorize the payment, if they find all to be correct. The sum voted by Parliament is a lump sum. A certain fixed sum is appropriated to each department by the Society, and authorized by Parliament. The appropriation of the grant is a fixed appropriation. It is nearly the same every year. The committee is limited to the sum appropriated. If any thing over the appropriation is necessary, the committee must go to the Council and Society for aid from the Reserve Fund, and for authority to expend it. At the end of the year I furnish a return of the whole receipts and expenditure; it is again examined, declared, and verified before a Magistrate, and then sent over to the authorities in London.

[The various account-books of the Society are produced, and examined by Sir CHARLES TREVELYAN, who goes through several items with Mr. White. Sir Charles also reads the paragraph from Captain Donnelly's Report of the 11th December, 1861, relative to miscellaneous receipts having been placed only to the credit of the Society's funds. Sir

Charles expresses the opinion that where the supporting fund is a joint one—part from the Government and part from the Society—the incidental result of the application of these two sums, and consequently the “miscellaneous receipts” should not go to the one or the other contributor, except in the proportion due to each.]

[Mr. White observes in reply, with reference to the paragraph alluded to, that while he has duly applied and accounted for every sum which he received, he could not do so in regard to the special item of “aid” to the School of Art, inasmuch as it never passed through his hands, having been paid direct by the department to the Masters, &c., without his intervention or knowledge of the amount.]

Sir C. TREVELYAN.—Would there be any objection to furnish, in addition to the annual statement of accounts, a separate estimate, showing the proposed appropriation of the entire funds, including the miscellaneous receipts?

Mr. White.—As the miscellaneous receipts are a contingent fund, I do not see how that could be done. The reserve fund is composed of members’ subscriptions and other sources of income, which are made use of to aid the Parliamentary grant. It could not be appropriated without the direct authority of the Council and the Society, while it would be difficult to form an estimate of the contingent demands which it might have to meet.

Sir C. TREVELYAN.—Inasmuch as the miscellaneous receipts are in a large proportion the indirect result of the Parliamentary grant, is it not right that the consent of the Committee of Council should be extended to their expenditure as well as to the expenditure of the original grant?

Mr. White.—You cannot anticipate a contingent fund.

Sir C. TREVELYAN.—If the consent of the Government did not extend to the miscellaneous receipts, might not an expenditure take place upon objects not authorized by the Government?

Mr. White.—Yes; but not upon useless or improper objects not warranted by the Charter—as no expenditure can possibly take place without the previous sanction and authority of the Council and Society, and subject to its being subsequently accounted for in the usual way both here and in London.

Sir C. TREVELYAN.—Would there be any objection to this; if the Society contemplated the expenditure of any part of the miscellaneous fund on any thing not included in any of the appropriations of the Parliamentary grant, that they should obtain the previous sanction of the Committee of Council to that expenditure?

Mr. White.—That is a question which I do not feel, in my subordinate capacity, at all in a position to answer. The accounts are sent both to the Committee of Council and to the Audit Board—one set for the Audit Board has the bills and vouchers attached. The entire expenditure of the Society is included in the accounts rendered to the Commissioners of Audit, and accounted for to them. All accounts passed by the Council are paid by drafts upon the Bank of Ireland, duly signed by an Honorary Officer and counter-signed by the Assistant-Secretary and the Registrar; and at the end of each month I get from the Accountant-General a certificate of the amount in the bank to the credit of the Society, and that is sent each month, with the bills and detailed accounts, to the Audit Commissioners. Besides the duties connected with the accounts, I have others of great importance and responsibility. I have the custody of the buildings, and the large amount of valuable property contained in them, the charge and superintendence of the servants, the providing all suitable requisites for the establishment and

its several departments, seeing that every thing is safe and in proper preservation, and that no danger or risk will arise to the premises and the property during the cattle shows and other exhibitions, and more especially during the various night meetings in the house, theatre, schools, laboratory, &c., when from the number of lights and fires necessarily made use of the utmost vigilance and attention is required.

Sir C. TREVELYAN said that every thing in Mr. White's accounts seemed most satisfactory, and gave evidence of a faithful and exact administration of the Society's funds.

SIMON FOOT, esq., examined.

Botanic Gardens. I am Chairman of the Botany Committee of the Royal Dublin Society. The late Lord Oriel had the ground of the Botanic Gardens purchased for the Society, and the purchase money was paid by a grant from the Irish Parliament. The area of the Gardens is about 43 acres.

Arrangement. There is in the Gardens a collection of plants, and an arrangement for teaching the science of Botany. This is, I believe, the first garden in these countries that was laid out according to the natural system, as distinguished from the Linnæan system. The natural system consists in this—that the plants are arranged according to their affinities. There is in the Gardens a collection of plants of the British Islands, and there is a medical garden, containing the plants used in medicine; this latter is designed for the benefit of students connected with the medical profession. We have already suggested our wants in respect of these Gardens to be—the construction of a palm house, of a building for a Botanical museum, and the completion of a range of conservatories. The estimated cost of the palm house was £5,000, but Parliament would only grant £2,500; and hence, we have got a house that is unsightly, although sufficient in size. The accommodation is sufficient, but it was impossible to make a handsome structure for the money. The building is not quite completed; but even if it were, the plants could not be moved into it at this time of year. I would suggest that it would be very desirable to extend the Arboretum. There is a piece of ground available for that purpose attached to the Gardens; it was a piece that was taken by the Society for the purpose of preventing the Gardens from being almost entirely enclosed by the Cemetery. It would cost a considerable sum to make it an Arboretum and keep it in order, and I will not therefore press it. We want, very badly, a Botanical museum, similar to those at Kew and Edinburgh. The small iron house in which the collection is placed is a great object of attraction to the persons who visit the gardens, but it is not fit for the protection of the objects which it contains. Without a Botanical museum the means of instruction are not complete, and such a museum would add to the attraction of the Gardens. Unless a proper house is provided, the collection, in the present insufficient one, will be injured. The collection is an object of great attraction. The Professor of Botany is not our Professor now: not since the arrangement with the Department of Science and Art. He gives a course of lectures here in the spring, and in the Gardens in summer. We have a lecture-room there, and a library for reference by the students who attend there. I consider it is of the greatest importance to have a Professor attached to the Gardens. I think the collection of plants would be comparatively unavailable for

Wants.

Arboretum.

Botanical Museum.

Lectures.

teaching unless there be at the same time the essential explanations of a Professor. The Professor is, of course, for teaching the *science*; the Curator affords, as far as possible, information to the general public; but there are a number of young people who attend the special lectures of the Professor, and who thus learn the subject intimately and accurately. The opening of the Gardens on Sunday has been very successful. The Opening on Sunday. visitors have been well conducted: no *intentional* damage has been done, nor damage of any kind, except the throwing down some potted plants in consequence of the narrowness of the passages in the Conservatories, and the unavoidable trampling of the grass, which, of course, involves some expense. There were upwards of 12,000 persons present one Sunday in September. We have strongly recommended the widening of the passages in the Conservatories, and have consulted the architect of the Board of Works upon the matter; but he has informed us that there is no possible plan for effecting this, except by doubling the houses, which would involve a very large expenditure. An arboretum is, in fact, a practical garden for teaching what trees can be grown with success and advantage. A great many trees have been added to the Practical garden. Garden, particularly among the pines. There have been many experiments made in the Gardens in reference to the growth of different kinds of grains, and the application of different kinds of manures. We have an Agricultural Department in which different kinds of seeds and plants are experimented upon, so that it is a practical as well as a scientific garden. We receive a great many donations from private parties—in fact, the only mode we have of getting seeds and plants is by donations and exchanges. The whole collection may be said to be formed of donations and exchanges. We very seldom buy a plant. The exchanges of seeds and cuttings are all effected through the instrumentality of the Curator.

JOHN R. D'OLIER, Esq., examined.

I am Chairman of the Fine Arts Committee of the Royal Dublin Fine Arts. Society. I have been a member of the Society since 1843. The Committee of Fine Arts meet once every month for the transaction of business. Proceeding of Committee. On these occasions the Head Master of the School of Art attends and states what is required—what examples he wants. He submits his accounts for such small things as he required during the past month, which are examined and audited by the Committee. He produces his books, and shows the number of students on the roll, and the amount of fees received. The Committee of Fine Arts is a body deputed by the Council, independent of the Society, to execute the necessary acts of management for the Council. The Council are regarded by the Department of Science and Art as the local managers—a local Committee for the purposes of the Act. We never interfere with the course of instruction pursued in the school—that is prescribed by the Science and Art Department. It is optional with the Committee to go through the schools from time to time, and see what is being done; but it does not interfere in any way with the instruction. I would not consider it within the province of the Committee to pass any opinion upon what is taught, or upon the mode of teaching it. One or two of the Committee make these periodical visits. The school, as at present constituted, is not in a satisfactory state; there is but one Head Master and an Assistant Master. That number of teachers is totally insufficient for the instruction which they are expected to afford. They are expected to teach Model Drawing, Architectural Drawing, General Pre-

State of school.

liminary Drawing, Water Colour Drawing, and Painting in Oil; and however efficient the Masters may be, the time at their disposal would not admit of their teaching all these efficiently to the number of pupils attending the schools. The number of students is about 400, including males and females; and these are divided into morning and evening classes. In fact the instructive force is insufficient for the number to be taught.

Sir C. TREVELYAN.—It is understood that other Art Schools are successfully conducted in which the proportion of masters to pupils is not greater than in this. Is there any reason, therefore, why this should be an exceptional case?

Former and
present state
of school.

Mr. D'Olier.—I can only say that up to 1849, when the school was under the exclusive management of the Society, the teaching was attended with most satisfactory results. £180 of the Parliamentary grant was then allocated to the Drawing Schools. We had then five masters, one for Architecture, one for Figure Drawing, one for Water Colour, one for Oil Painting, and one for Modelling. We have now only two for the four departments, while modelling has been altogether discontinued. That department has been closed altogether of late years, and the art of modelling is not now taught at all, as there is no special master for it. The attention of the Committee has been called to this great want by different Lords Lieutenant, in their annual inspections, especially by the Earl of Eglinton, who expressed a hope that this most useful department would be re-opened. Our Committee have frequently brought the matter under the notice of the Council. I think the teaching was more efficiently done under the former system.

Modelling
school.

Difference
between
former and
present state.

There was a smaller expenditure and the teaching embraced more objects. I believe that the course of instruction intended by the Science and Art Department is of the more elementary kind. We attempt to teach the higher art; but I believe that is not contemplated by the Science and Art Department. I think it is a general preliminary instruction which that department contemplates. Instruction in the higher art is given in our school as well as in the Royal Hibernian Academy. The Head Master teaches Oil Painting in our School. I think the object of the Science and Art Department would be more efficiently attained if so much were not attempted. No doubt a knowledge of general elementary drawing might be attained by not attempting so much, but that system would never produce proficiency in finished art. I do not think there is in Dublin a demand for two places of instruction in high art. I think one such place would be quite sufficient for all existing requirements. There is drawing from the living model in the Royal Hibernian Academy; we have a living model here also when the pupils subscribe to pay half for it. If it is to be understood that our instruction is to be purely elementary, I am sure that the Council of the Royal Dublin Society will do all in their power to make the school effective for the purpose. As to the out-door teaching, it is our opinion that we have not a sufficient number of Pupil-teachers. We have but one Pupil-teacher to every 200 out-door pupils. There are only two Pupil-teachers, and if we had more we should have a much larger number of out-door pupils. It would be a very great advantage to have the Modelling School restored. The want of such a school is very much felt. Formerly it was carried on with great success, before our connexion with the Department of Science and Art—its results were most satisfactory—it produced a number of most eminent artists. I look upon this as a most important point. The modelling room is here, and all the appliances, but there is no teaching.

High Art.

Out-door
teaching.

Want of
modelling
school.

6TH OCTOBER, 1862.

MR. DAVID MOORE examined.

I am Curator of the Botanical Gardens at Glasnevin. I have been in that position these twenty-four years. I believe at the present time that this collection is next to that at Kew, and richer than any other in the three kingdoms except Kew. I think it is so in consequence of the extent which we are able to devote to carry out the classes, and to the arrangement of hardy herbaceous plants. I think that for the hardy plants, and the Arboretum, there are no gardens in the three kingdoms equal to ours. As to the palms and tropical plants, the collection is very good, and some of the palms are so large that they are outgrowing the present house. The principal deficiency has been supplied by the new palm-house; it was with respect to that I experienced the greatest deficiency in the Gardens. I require a kind of nursing-house for rearing the plants in their early stage; the house which we got built for that purpose is now devoted to another purpose. The shelves for the small plants in the palm-house have not yet been erected; there is some portion of the flooring still wanted; but if I had had the shelves, I would have had the plants in the house before now. They cannot now be removed in consequence of the lateness of the season. The want of a Botanical Museum is very much felt, and its establishment would be a great source of interest to the Gardens. The people at present take a great deal of interest in the very insufficient one that exists. I have seen the Botanical Museum at Kew, and I am of opinion that nothing in the garden exceeds the importance of the museum there in an educational point of view. I have collected a good many things interesting in economic botany, that I cannot at all arrange, and the roof of the house is such that anything valuable would be destroyed. I do not know that any regular estimate has been made of the cost of a suitable house, but I believe the Committee considered £1,000 would be necessary for this purpose. The following is a rough estimate of the additional cost of placing and keeping the Gardens in a perfectly satisfactory state.

On the supposition that a new Botanical Museum will be built, and that the five acres of ground for which rent is paid at present will be added to the Arboretum, as well as other improvements hinted at, carried into effect, the following estimate is made, viz:—

	£	£
For Museum:—		
Salary of a properly qualified person to name the articles and attend to the department, &c.—salary per annum, . . .	60	
For fuel, purchase of articles occasionally, and other contingent expenses,	40	
	—	100
New Palm-house:—		
For fuel, labour, and other contingent expenses,		100
Arboretum and additional Flower Ground:—		
For keeping the five acres to be added to Arboretum, and for altering portions of the Gardens, so as to make them more attractive to the public, with additional flower beds, &c.		
Six labourers at £25 per annum each,		150
Experiments with Manures, and on Vegetable Physiology:—		
For purchase of manures, and labour on the experiments, &c.,		50
On General Contingencies, and purchase of Plants:—		
Contingencies, including tubs for palms,	100	
For purchase of plants,	50	
	—	150
Total,		550

The addition of these small sums annually would afford the means of doing much more public good in this department,

Conservatories.

I would particularly direct attention to the necessity of doubling the present conservatories. These conservatories were not constructed to afford accommodation to the large number of visitors who now throng the Gardens on Sundays, and were only calculated for a moderate amount of people. The conservatories were originally designed to be double their present size, but one-half only was built in consequence of the deficiency of funds. It was erected in 1847 by the Messrs. Turner, who constructed the conservatories at Kew. The cost of the one side was about £1,000 each of the two wings. It would be only necessary to take down the wall, and construct at that side the counterpart of that which has been erected. This additional accommodation is called for, both by the state of the collection, and to enable the public to see the different plants with advantage, and to pass freely through, without injury to the plants.

Arboretum.

The rent paid to the Society for the five acres to which I have referred is £49 17s. This goes back to the general fund, and is so much in reduction of the apparent amount chargeable to the Garden. The present owner of this ground is anxious to give it up. His term will expire in nine years, when the Society will be obliged to take it off his hands. I proposed that it should be taken up from him now, and converted into an arboretum and additional flower ground, to make the Garden more attractive. The cost of the alteration and maintenance of these six acres in their new condition will be £150 a year. The arboretum is most valuable as a means of instruction, as it gives us means of testing and teaching to others the trees and plants which can be grown with the greatest success. Besides, since the opening up of Mexico and the Himalayas, a vast number of new hardy plants have come to us, for which there is not at present room in the Garden. This ground would be also important to the public as a park for their use, especially if four more acres were at same time added, which, with the five the Society are bound to take in nine years, are already enclosed with sufficiently good walls, excepting that side next the river Tolka. These four acres can be had on a perpetuity lease, at a yearly rent of £18 10s.

Experiments.

I have estimated £50 a year additional for the purchase of manures, and for labour in connexion with experiments with manures and on vegetable physiology. The experiments to test the value of different kinds of manures, and to ascertain the best manner in which vegetables of various kinds can be grown, are of great interest and importance, and our operations in that department have been attended with very beneficial results. Frequently manure dealers bring me new manures, and ask me to test their value and utility in reference to various kinds of crops. I prepare a piece of ground with this new manure, and side by side with it a piece of ground with stable manure, or some other well known. I plant or sow them both with the same seed, and the crop produced by each gives us the means of ascertaining their comparative values. Upon these experiments I report to the Society, and the information thus obtained is diffused throughout the country. The increase of £550 a year to the expenditure upon the Garden would greatly increase its public utility, and would enable us to carry on the Garden efficiently, without troubling the Treasury for a number of years.

Professor of Botany.

The Professor of Botany usually lectures at the Garden. In an educational point of view, I think these lectures most essential. His teaching is fraught with interest and importance. There are twelve

lectures given in the Garden each year. The persons who attend these Lectures. are principally ladies and gentlemen, and clerks in public offices. The lectures are not attended by the working-classes nor by professional gardeners. The Professors of the College of Surgeons and the various medical colleges have liberty to attend at the Garden with their pupils, for the purpose of practical instruction; and since the competitive system was established, this privilege is very largely availed of. We furnish them with specimens for the illustration of their lectures. We furnish the specimens also for the lectures here and at Stephen's-green, to the School of Art when required, and latterly to the Queen's College at Galway. Specimens have not been required in the School of Art lately; but I understand that Mr. MacManus is about to resume the flower painting. The pupils of the School of Art have been in the habit of coming to the gardens to study from the living plants, though few samples were required to be sent to the School lately.

We take into the garden six pupils and two apprentices, for the purpose of teaching them practical botany and the management of plants; Pupils. they go out after their term as foremen gardeners, or to take charge of large private gardens. The pupils remain two years; they are lodged in the garden, and partly educated. The two apprentices remain four years; one is taken in every two years. These so educated are now scattered all over the world. I continually receive communications from them from various quarters, and many of them have done extremely well. During the first year, while at the outside work, the pupils are paid 8s. a week, and the following year they get 9s., and are employed in the conservatories. We are never in want of pupils. There is no preference given in their selection. The applicants for the situation are numerous; we put the names down on a list, and when a vacancy is about to occur, I write to the first in order and acquaint him with the fact. We take care to ascertain before putting any name on the list that he is a fit and proper person, and that he has gone through a certain amount of the rough general gardening work.

I would respectfully beg to suggest that the gardens should be open Free opening. to the public on every day of the week, free of charge, as at Kew and Edinburgh. We, perhaps, should require one close day, for shifting plants and for cleansing; but I would assimilate the admission to that at Kew; at present a charge of 6d. for grown persons, and 3d. for children, is made on Tuesdays and Thursdays. The total amount received during the year for these admissions is the paltry sum of £25, and for that there is an amount of vexatious disappointment to people who have mistaken the days, and who have brought their families at the expense of car-hire, that you can scarcely have a notion of. I have frequently seen instances of that kind, and the father of the family obliged to return with his wife and children without being able to see the gardens, after incurring what was to him considerable expense. There is no check upon the money received; it may be all handed over or it may not. The person at the gate is required to put a check into the box for every amount received; I compare the checks with the amount received, but that, after all, is uncertain. There are not two persons at the gate on these days. I would further suggest that the old Old dwelling-house should be removed; it is upwards of 200 years old, and house. is maintained at great expense. It is quite in the way of improvement; and, I believe, the late architect of the Board of Works some years ago reported that it ought to be taken down. The chief objection to the present house is that it stands in the way of improvement, and if it could be removed, and a small commodious house built for the Curator on a more suitable site, it would be a great matter.

Least I may in any way mislead the Commissioners, I further beg to observe that a portion of the counterpart of the conservatories I have suggested to double is now occupied as seed and tool offices; a portion is also occupied as lodging rooms for the pupils and apprentices; in case, therefore, of the alteration being effected—*i.e.*, the houses doubled—some further expense will be necessary in providing offices and room for apprentices.

ROBERT COLLINS, esq., M.D., J.P., examined.

Agriculture
Shows.

I have been Chairman of the Committee of Agriculture for the last twenty-two years, and have taken an active interest in all matters connected with the Agricultural Department of the Royal Dublin Society. The duties of the Committee are to make all the arrangements for the agricultural shows, and to report to the Council upon all the various matters connected with Agriculture that are referred to them. We hold two shows in each year, one in spring and one in winter. Our shows are confined to Dublin, and are conducted in the same way as those of the Highland Society and the Royal Agricultural Society of England. The shows of the Royal Agricultural Improvement Society of Ireland are held in various places throughout the country, from time to time, the expenses being borne partly by the Society and partly by the contributions of the locality in which the shows are held. The contribution from the grant to the Royal Dublin Society for the expense of our shows, is only £250 per annum, whereas we expend from £1,300 to £1,500 upon them, which is made up of this £250 and the amounts received for admission and exhibition fees. These shows may therefore be said to be conducted by voluntary contribution as well as the shows in England and Scotland, or those of the Royal Agricultural Improvement Society of Ireland. I think the proportion of the sum that we collect for this purpose by voluntary contribution is fully equal to that collected in England, taking into consideration the comparative wealth of both countries; and our contributions are not merely to be measured by the sums contributed to the shows. We have also expended out of our own funds between £4,000 and £5,000 in building an Agricultural Hall, for the accommodation of stock poultry and various articles sent for exhibition. 2,000 or £3,000 of this was raised by public subscription, and the rest was contributed by the Society. I think it is of very little consequence, one way or the other, whether this £250 is allocated from the Government fund or not, the sum is so insignificant. In fact there is not more than £180 of it available for medals and prizes; for the Curator is paid £50, and the other persons employed, about £20, for their services at the show.

I do not think it would be a desirable arrangement to have these shows placed under the management of the Royal Agricultural Improvement Society. I do not think it prevents the action of the Society in respect of these shows being considered as the result of voluntary contribution by its being known that a small portion of the expenses is defrayed by a public grant. If it were placed upon the broad basis of voluntary contribution, I do not think that the sum contributed in support of these shows would be increased. I think in proportion to our wealth our contributions are equal to those in England; while the shows themselves, as testified by the English and Scotch judges, are superior to those held there. A marvellous improvement has taken place in the shows of this Society, and it is impossible to estimate the amount of benefit they have conferred upon the country. When I first became a member

of the Committee of Agriculture, about twenty-five years ago, there were but fifteen bulls exhibited at the Society's show; last year there were 205, all of a superior kind and many of the first class. The Royal Agricultural Improvement Society, holds its annual show in different places in different years successively. The novelty of the thing creates an excitement, and gives a stimulus; but, I think, upon trying the same place a second time, they find less exertion made. Our shows are held every year in Dublin, and each is an improvement upon the preceding. The railways afford every facility for bringing stock from the most distant points to a place where they are examined by the most competent judges, and placed side by side with the best animals of various kinds. The animals are purchased and transmitted with equal facility to other places; and thus Dublin forms the great centre for the examination, and distribution throughout the country afterwards, of the best class of animals and the most improved machinery. I look upon these shows as an essential element in the promotion of husbandry, which is one of the chief objects of the Society. They labour however under this defect, that the prizes are much too small—the amount given in prizes is greatly less than is awarded at similar exhibitions in England and Scotland.

The Agricultural Museum is the means of affording a very great Museum. amount of instruction to those engaged in the operations of husbandry: they see there specimens of the most improved implements, and thus becoming acquainted with their utility, they are induced to purchase them from the manufacturer. Indeed one of the most important advantages of the shows and the Museum is, that the farmer is familiarized with the value of these improved implements, without which the tillage of the country cannot now be carried on. The English manufacturers exhibit to as large an extent as our limits of accommodation will allow: their machinery and implements are extensively purchased, and are thus spread far and wide over the country. The Royal Agricultural Society have as much to do as they can accomplish: they find it very laborious work to carry on their shows, while we could not undertake to superintend the local shows, which it is their province to regulate. A very valuable addition has been made to the Show accommodation, by the erection of the Agricultural Hall; but more Hall. remains to be done, as Leinster Lawn can now no longer be used. There is a piece of ground adjoining the Society's premises which is in every way suitable for this purpose, a portion of which has been secured, and the Society has suggested the means of raising a considerable part of the purchase money by capitalizing the rent paid for the ground occupied by the National Gallery. The Professor of Agriculture and Chemistry is a very valuable public officer: he makes, from time to time, analyses of soils and manures; and his services in this way must be of great benefit to the interests of agriculture; but we want also a person to be attached to this department who is well acquainted with the diseases of cattle. There is at present a lamentable ignorance upon this subject throughout the whole United Kingdom. The diseases of horses are well understood; but no one knows anything of the diseases of cattle, and the loss sustained every year in consequence of that ignorance, is almost incalculable. I think a school of instruction in the diseases of cattle might be very properly attached to the Model Farm at Glasnevin, and I know of nothing by which so much good would be effected. The best means of placing the Agricultural Department in an efficient state is to complete the permanent accommodation; that would be a great assistance; it would relieve us from a large annual outlay; and thus enable us to give larger sums in prizes.

FREDERICK J. SIDNEY, LL.D., M.R.I.A., examined.

Sir C. TREVELYAN.—You are a member of the Library Committee of the Royal Dublin Society?—I am.

Library.

What is the state of the library?—It is at present in a transition state. We have lately got possession of a portion of the rooms hitherto occupied by the museum; but have not yet been able to avail ourselves of the increased space.

Evening
Opening.

What is required to put it in a satisfactory state?—Funds for shelving and fitting up the additional rooms, and for opening the library to the public in the evening. The Library Committee had long been anxious to open it in the evening for the convenience of the public; but want of funds prevented them. At length they resolved at all hazards to make a beginning, and open it on three evenings in the week. They were, however, obliged to call on the Library Clerk and Porters to attend in the evenings as well as in the day, but were not able to give them any increase of pay. Until they are placed in a position to make more satisfactory arrangements they cannot possibly open it every evening; and until this is done the public cannot derive the full benefit of the evening opening.

What has been the result of opening it to the public in the evenings?—The number of evening readers has been steadily increasing. At the end of last year it averaged nine. But it appears from returns furnished to me by the Library Clerk for last month that it now averages eighteen.

What estimate has been made of the expenditure necessary to put the library in a satisfactory state?—A rough estimate was made that about £1000 would be required to shelve and fit up the library and library reading-room. Besides this an increase to the annual grant would be necessary, to enable us to continue and extend the evening opening to the public.

Should the evening opening be extended, and if so, what would be the additional expense?—I have no doubt the library ought to be opened every evening. For this purpose an increase to the annual grant to the library would be necessary to enable the committee to employ an additional porter, as well as to give increased remuneration to those already employed; and to provide for the expense of gas, fuel, &c., consequent on the freer opening to the public.

May the library be considered as practically open to the public? How is admission obtained?—It is to all intents and purposes open freely to the public. Admission is obtained by the introduction of a member; but the members are so numerous that no proper person finds the least difficulty in getting admission.

Do you consider it as free to the public as the library of the British Museum?—I think it is practically quite as free.

How have the contents of the library been obtained?—Partly by donation, but chiefly by purchase.

Contents.

What is the character of the books?—The Committee are very careful to select books of a useful class. They do not purchase books of fiction, nor of light reading, unless biographies and travels, and the standard reviews and magazines, be so considered. If a work be of high reputation, its being of an expensive character is rather an inducement to the Committee to purchase it, as being out of the reach of private purchasers. Within the last year they bought three scientific works of high reputation, the aggregate cost of which cannot have been far short of £150.

Expense.

What is the working expense of the library, and how distributed?—An annual sum of £500 is applied to the purchase and binding of books.

This is in addition to the salary and wages of Librarian and porters. Of this sum a very large part has to be devoted to binding. To illustrate this, and also to show how entirely the public good and not the advantage of the members is looked to in the expenditure of the money, I will mention a case. For the last few years the Government has presented to the library, as a donation, the published specifications of patents, on condition of their being kept in a way to admit of proper access to the public at all times. They are sent in sheets or paper covers, and have all to be bound; the expense of binding is enormous. From a return furnished to me by the bookbinder, it appears that in the six and a quarter years which have elapsed since they were first presented to us the total expenditure on them for binding, has been about £625; giving an average of £100 a year. The committee have been obliged to stop the binding for the present. As there were some back volumes included in the above, the bookbinder estimates the future cost at from £60 to £70 a year. But this is a heavy tax on the small annual vote of £500. The general binding costs about as much more. There are at present a vast quantity of books very badly in want of binding. The library will never be what it ought to be, as a national library, unless the sum at the disposal of the Library Committee is considerably increased.

How long are you connected with the Committee of Lectures? — Committee of Lectures.
 Since its first establishment, nine years ago; at first as a member of it, and for the last six years as its secretary. Even at first, however, the chief portion of the arrangements connected with it were left to me, so that I acted in some measure as a kind of honorary secretary, the secretary, Dr. Ball, carrying out the details and conducting the correspondence. On his death I was unanimously requested by the Committee to undertake formally the duties of the office, which I did. They were pleased also to express their confidence in me, by requesting me at the same time to retain my seat as a member of the Committee. I did so for about a year, but finding it inconvenient to fill the double character, I resigned my seat, and Dr. Lloyd, the present Vice-Provost of Trinity College, was elected as my successor. I am now closing the work of my sixth year as secretary.

Under what circumstances was this Committee formed? What are Functions of Committee.
 its constitution and functions? — In the year 1854 the Board of Trade, being desirous of relieving the Society of its educational functions and transferring them to the Museum of Irish Industry, proposed instead to apply the sum hitherto granted for that purpose to the exhibitional objects of the Society. The Society, however, believing its educational functions to be among its most important, and a main source of its influence and popularity, as well as usefulness, resisted the proposed change; and after much discussion, a deputation was sent to London to the Board of Trade, and the matter was fully discussed before the then President of that Board, Mr. Cardwell, who proposed a compromise, which was agreed to by the Society, and was to the effect that a joint board should be appointed, four members being nominated by the Government and four by the Society. This Committee was to have the entire management of all educational arrangements both in the Royal Dublin Society and also in the Museum of Irish Industry, excepting only what are called the technical courses, and in the provinces; and for this latter purpose the £500, which until then had been annually voted to the Society for provincial lectures, was handed over to the Committee to be administered by them. The Government took to itself for the future the appointment of professors, which the Society had hitherto

enjoyed. All the documents relating to this matter will be found in vol. 90 of the Society's proceedings. The arrangement is embodied in the report of the deputation; a letter from Mr. G. A. Hamilton, the present Secretary to the Treasury, to Lord Justice Blackburne, in relation thereto; the resolution of the Society; and the letter of Dr. Playfair, expressing their Lordship's satisfaction with the arrangement as adopted.

Professors.

The Professors were transferred to the Museum of Irish Industry?—Certainly not. They were to be common to both establishments. Shortly after the arrangement, in 1854, an attempt was made to call them Professors of the Museum of Irish Industry. This was resisted, and it was proposed to call them Professors in the Department of Science and Art, as indicating their neutral character. The Committee of Lectures referred the matter to the Board of Trade, who decided that the latter title was the correct one.

But the votes for the Professors, as well as the £500, appear in the estimates under the head of the Museum of Irish Industry?—That was done without the cognizance of the Society or the Committee, who had no means of knowing it until they saw it in the estimates. The matter was commented on at the time, but it did not seem worth while taking any notice of it, as it was hoped the new arrangement would work satisfactorily, and so long as the money was forthcoming, it was not much matter under what head it was placed. The Museum of Irish Industry never had any thing to say to the £500 directly or indirectly. It was handed over to the Committee of Lectures to be administered at their sole discretion; and in proof of this, I will quote a passage from a minute of the Committee of 18th February, 1861, which was sent to the Department on the occasion of a proposed withdrawal of part of the grant to the Committee. It is as follows:—

“Reference is made to certain minutes passed in the years 1856 and 1857, as sanctioning the manner of appropriation, and authorizing the usual grant of £500 a year. With one of these minutes, that of 7th August, 1856, the Committee are not acquainted, as it does not appear to have been ever communicated to them. The other minutes referred to have no relation to the £500 Parliamentary grant, but refer solely to the additional grant in aid given by the Department. The grant of £500 voted by Parliament had been administered by the Royal Dublin Society for many years. In the year 1854 an arrangement was entered into between the Government and the Royal Dublin Society, by which the administration of the vote was transferred to this Committee as representing both the Government and the Royal Dublin Society, and they have always since administered that sum in the manner which they in their discretion considered most advisable for the public service, and best calculated to effect the objects for which it was voted; subject to reporting their proceedings, and transmitting their accounts for audit to the Department.”

System—
Dublin.

What is the nature of the system, and its mode of working in Dublin?—There are five Professors under the direction of the Committee, who every year deliver extended courses of lectures. As well as I recollect, there are about fifty lectures in each course. The latter, or technical portion of each course, for which a small fee is charged, is, however, withdrawn from the control of the Committee. The former part of each course, which is under their direction, is free to the public, and is delivered partly in the theatre of the Royal Dublin Society, and partly in that of the Museum of Irish Industry.

Lectures.

Are there any courses of lectures free to the public?—Strictly speaking, there are no courses entirely free. It is only the introductory part of each course that is free. Before the Society came into connexion with the Department, in 1854, all the lectures were free to the public; but since the matter came into the hands of the Committee of Lectures, it appeared to them inconvenient to have a short introductory free

course, and then an entirely distinct and paying course, in which much of the same introductory matter should be repeated. They, therefore, amalgamated the courses, and the free lectures are now only the introductory part of an extended course, which is carried on to its completion in the Museum of Irish Industry. You will find this stated in the introductory part of the programme issued yearly under the authority of the Committee.

What is the object of the introductory lectures?—They tend to draw an audience together, many of whom are induced to purchase tickets of admission, and follow the course to its conclusion.

Do you approve of the system of free lectures?—I do not see any objection to having the first part of a course free to the public. It is by no means an unusual arrangement, even in higher educational institutions, as in Trinity College and other places.

Do you not think that too large a part is free?—That is a fair question for consideration. It may be that the free part of the course bears too large a proportion to the paying part.

Of whom are the audiences composed?—Besides the members of the Society and their families, of a very mixed class of the public. They are pretty largely attended by females, by boys from the schools, and by the middle classes; scarcely at all by those who are able to procure instruction in these subjects in the only other place where it is to be obtained—I mean in the Universities. Generally, I may say, that they are not attended by University students. Audience.

Are they attended by the working-classes?—I think not very much.

Why?—They have not in general the education to enable them to profit by instruction in science.

Is there any difference between the audiences at the free and the paid lectures?—In the early part of each course a class of registered students enter their names with the lecturer. These attend regularly the public introductory lectures, and on their conclusion follow on the technical course. Of course, their numbers are much smaller. Perhaps the public lectures may have an average attendance of about 200; the others perhaps 80. But I am not very sure of the numbers. I have not the reports with me.

Would not the persons who attend the free lectures be able to pay a moderate fee?—I think most of them would.

Has the giving these lectures any influence on the Society, in inducing persons to join it; and if so, what?—A very considerable influence. The Society sets a very high value on its educational character and functions. It keeps the Society constantly before the public, who see the great amount of good it is effecting. By means of the provincial lectures it is kept in constant communication with all the minor institutions throughout Ireland, and kept before the country public. This tends greatly to bring in members. The value to the Society cannot be estimated by the small amount annually expended on its educational objects.

Lord Justice BLACKBURNE.—Are not persons led to join the Society with a view of aiding in this public good?—Undoubtedly, many join it with that motive. Of course, many also join from a lower motive—in consideration of the privileges they acquire.

Sir C. TREVELYAN.—What would be the effect of abolishing the free lectures?—The immediate effect of charging for admission would of course be to reduce the attendance very materially. Suppose the attendance now averages 200, the effect might be to reduce it to an average working-class of 20. Now, at a charge of 2s. each, which is perhaps as

high a fee as could be charged for a short course, you would receive 40s. towards the expenses of the course, a sum wholly unworthy of consideration, while you would have excluded 180 persons from attendance. Now, if only one or two of the persons so excluded would have been led to follow up the subject, a greater public good would have been effected than would be an equivalent for the 40s. Any change of this kind should, therefore, be well considered. We should be prepared, at all events, for a very large falling off in the attendance.

Place of
Lecture.

Do you approve of the arrangement relative to the lectures in Dublin ; part being delivered in one place, and part in another?—I cannot say that I think it very material where the lectures are delivered.

Does it not seem inconvenient that there should be three bodies engaged in the management of these courses: the Royal Dublin Society, the Museum of Irish Industry, and the Committee of Lectures?—It cannot be said that there are three distinct bodies engaged in the management. The Committee of Lectures is not distinct from the other two. It represents both, and so far as educational arrangements are concerned, excepting the technical courses, it is the only body responsible. Everything is done under its sanction and direction.

But does it not seem an inconvenient arrangement that a portion of a course should be under the direction of this Committee, and another portion under wholly different management, and how would you propose to remedy this imperfection?—It does certainly seem an anomalous thing that the Committee of Lectures, who have the entire direction of the educational arrangements throughout Ireland, and in the Royal Dublin Society, and also of a portion of those in the Museum of Irish Industry, should not have any control over the remaining portion of those in the Museum of Irish Industry. The Department is, however, itself responsible for this arrangement, and if it should desire to place the entire of the educational arrangements under the direction of the Committee of Lectures, one-half of whose members are nominated by itself, I do not see that there could be any objection.

Museum
Collection.

Should the two collections in the Royal Dublin Society and the Museum of Irish Industry be maintained?—I am not aware that any advantage is to be gained by keeping them distinct.

Do you not think they would be more complete if they were concentrated?—Of course, if the same funds and the same energy were devoted to one Museum that are now divided between two, it would naturally be more complete.

Do you think that the amalgamation should be effected by transferring the collection of the Museum of Irish Industry here, or by making the transfer in the opposite direction, and why?—Undoubtedly, if there is to be an amalgamation it should be here. The Dublin Society is an ancient and highly popular institution, and, so far as I know, has the more valuable collection. The other institution is of recent origin, and being a creation of the Department, I suppose the Department can deal with it as it pleases—you could not interfere with the Royal Dublin Society without the consent of the members.

Would the collection of the Museum of Irish Industry be useful to the Royal Dublin Society?—I am not sufficiently acquainted with it to speak of my own knowledge; but from what I have heard I should say that some of it would be useful to fill up gaps in the Society's collection. A large portion would be merely duplicates of what they have already, and a considerable portion, though interesting in itself, should be excluded from want of room.

Provincial
Lectures,

Sir C. TREVELYAN.—We will now go to the provincial lectures.

Describe generally how they are conducted. Who are the Professors? How are they chosen? How are they paid? The number of Lectures? How and by whom are the examinations held?—The Committee have in their service a staff of Lecturers of high scientific position; the Professors of the Science and Art Department, *ex-officio*; some of the Professors of the Queen's Colleges and others, who have from time to time been added on special application. The Committee select, each year, some of these gentlemen to deliver lectures in provincial towns. They are obliged to reside in the town for three weeks. For this service they receive £50, out of which they have to pay their expenses, and to provide diagrams and apparatus. At the commencement of each year a number of applications are received from different towns; these are carefully investigated by the Committee, who select those they think most desirable. The towns so selected have each to pay £10 in aid of the funds of the Committee. An examination is held after the conclusion of each course, at an interval varying from a fortnight to two months, according to circumstances—perhaps averaging about six weeks. Until the present year the Committee have had a staff of four Examiners appointed each year, and distinct from the Lecturers for that year, who prepare the questions. I am present at every examination superintending it. The answers are in writing. The Examiners report to the Committee on the answers, and prizes are awarded.

I believe a sum of £400 was granted by the Department for this purpose?—Soon after my appointment as Secretary, the Department added a sum of £100 yearly to the £500 which the Committee enjoyed independently of them. This sum was applied primarily to the expenses of the examinations. It was also partly applicable to other purposes: travelling expenses, salary, fees to teachers, advertisements, &c. In fact, the line was not very definitely drawn between the two sums, as to the purposes to which they were applied. Each was applied in aid of the other. Some charges were placed sometimes on one, and sometimes on the other. So long as we did not exceed the £900 it was not very material how we divided it. The stipends to the Lecturers were, however, always paid out of the £500. The £400 was suddenly withdrawn in the beginning of 1861.

What is the position in society of those who attend these lectures?—The persons who attend them are, so far as I know, of a very mixed class. Largely composed of the families of the small shopkeepers in country towns, members of mechanics' institutes, young men belonging to literary and other associations, and boys from National schools, they also comprise a varying proportion of the better classes. In some places, however, these will not go near them, as they do not keep up any connexion with mechanics' institutes and other similar bodies. In others they patronize them freely. Their presence is of course desirable, as, besides giving character to the thing, they purchase tickets and help to make it pay its expenses.

Are the persons who attend, in any cases, of the artizan or operative class?—They are; but this class has, in this country, seldom sufficient general education to profit by scientific instruction. Shop assistants and the families of small shopkeepers, as well as boys from National schools, attend largely. If you go below these you will scarcely find the necessary previous education.

What number attend the lectures and examinations?—The average number attending the lectures is, I think, about 150; those attending the examinations average from fifteen to twenty.

What amount is paid by the local body?—Ten pounds. They also

defray all the local expenses of the course, providing a room, lights, attendance, advertisements, &c.

How do they reimburse themselves, or are they reimbursed?—The fees received for admission go towards defraying the expenses; but they are rarely sufficient to cover the expenses.

Are not the courses generally free to the public?—We never had a course of provincial lectures free to the public. There has been always a charge for admission, excepting, of course, to the members of the institution applying for the course, and who pay in another form, viz., £10 in one sum. A few free admissions are, however, generally given to pupils from National schools, and others of a similar character, who are supposed not to be able to pay for admission. I beg to hand in an extract from one of our syllabuses in illustration:—

“NOTICE.—An examination will be held on the subject of this course, shortly after its conclusion, at which all persons, male or female, may present themselves, whether they shall have attended the lectures or not. Prizes will be awarded to all whose answering may merit the distinction.

“Those who intend presenting themselves at the examination should send in their names to James Campbell, Esq., Honorary Secretary, Palmyra Crescent. Professor Melville will give all information about Text Books, &c.

“TERMS.—Reserved seats for the course of ten lectures, 3s. 6d.; family tickets for four, 10s.; unreserved seats for the course, 2s.; family tickets for four, 6s.; single lecture to any part, 6d.; schools for the course, for each pupil, 1s. 6d.

“A number of free tickets, for National Schools, will be placed at the disposal of the teachers, and for mechanics at the disposal of the Committee of the Mechanics' Institute. Tickets to be had from the Honorary Secretary; and from Messrs. Croker, Clayton, and Nicholson, Stationers, &c. Two field excursions will be made on successive Saturdays during the course, open to all holders of tickets.”

Who decides on the appropriation of the fees?—The Local Committee always. But there is rarely a surplus. The object of the course is not to make money, but to instruct. I will read our regulations on the subject of fees and contributions:—

“In order to manifest the interest taken by the locality in the proposed course, a local subscription of ten pounds is required, which must be deposited with the Secretary of the Committee before the delivery of the course is authorized.

“The amount and appropriation of the fees to be received for attendance on the lectures shall be decided by the Local Committee.

“In order to provide for the free admission of the pupils of National Schools, and of the working classes, arrangements may be made by the Local Committee for a certain number of free admissions to each course of lectures.

“The Local Committee will be required to take all necessary steps, by advertisements in the public newspapers, and otherwise, for giving due publicity to the intended course. All expenses of local arrangements and advertisements are to be defrayed by the Local Committee.”

The lectures are delivered on alternate days. What is the object of that?—In order that the lecturer may not hurry over his course. He is required to remain in the town for at least three weeks, so as to afford ample opportunity to the students to consult him. He generally teaches the class who purpose going in for examination on the off days.

Who are the Examiners, and how are they paid?—They are Professors in the Universities, and are paid five guineas for each examination.

When are the examinations held, with respect to the lectures?—A few weeks after they terminate; on an average, perhaps, six weeks.

What is the object of the delay?—To afford the class time to read the text books recommended to them by the Lecturer.

The private instruction given by the Lecturer to the class is in addition to his public lectures?—It is.

Does he get additional remuneration for this?—No.

Then it is optional with him whether he does it or not?—It certainly is. But he naturally desires the credit of making his course success-

ful. Besides we put a pressure on him. In the report he has to fill up after the course, there is a separate column relating to these private classes, and if it appeared from this that he did not apply himself to this work, the probability is that he would not be employed the following year. The Lecturers are aware of this. Some, of course, are more zealous than others, and are in favour accordingly. Besides, as the Lecturer has to remain for three weeks in a country town, often dull enough, he may as well give an hour a day to this work as not.

You go to the towns yourself for the purpose of holding the examinations?—I do. The holding the examination is, however, only one object of my visit. I avail myself of the opportunity to confer with the Local Committee and Secretary—to inquire into what they have been doing, point out their deficiencies, give them advice, and discuss future arrangements. The stimulus thus given to them has produced a degree of activity and healthy exertion in these bodies, in relation to our science teaching, which did not exist before I took the work in hands, and is abundantly evident by looking into the results of the last few years.

We will now go to the establishment of schools under the Science Minute. What has been done by your Committee in this respect?—In the month of October, 1859, the Secretary of the Department, Mr. Cole, being in Dublin, asked me to undertake the introduction of schools under the Science Minute into Ireland, for which, he said, my connexion with the Committee afforded great opportunity. I said, if the Committee approved of it, I would be happy to undertake the work; and at his request had a meeting convened for 17th October, 1859, at which Mr. Cole attended. Mr. Cardwell was also present, and took an active part in the discussion. The following minute was passed:—

“The Committee proceeded to take into consideration the Minute of the Department of 2nd June, 1859, relating to science instruction, with a view to extending its operation to Ireland, and adopted the following resolution. Resolved—That it is desirable that the operation of this minute be extended to Ireland under the management of this Committee. And in order to the more effectually carrying out its objects, that a portion (not exceeding one-half) of the annual grant to this Committee be applied to the establishing class-instruction, instead of the present system of professional lectures. The details of the measure to be reserved for future consideration.

“MAZIERE BRADY, C.”

I then immediately applied myself to the work, and entered into communication with those towns which I thought afforded the best prospect of success. The first thing to be sought after was to procure suitable teachers. This was not an easy matter.

How were teachers obtained? What were the difficulties?—The Science Minute contemplates resident teachers. None such were to be found. I could not find even in the large towns any one who was both competent and willing to take a Science Teacher's Certificate, and open a class. The Committee then decided on employing for a time teachers of their own, who should be sent to three towns in succession, for a period of three months in each. After considerable delay I procured a young man, who had been educated in the Museum of Irish Industry, and set him to work in Limerick, Clonmel, and Cork.

How was he paid?—The Committee guaranteed him a certain sum, I think £20, for each town, in addition to what he could make under the Science Minute. I think they afterwards made some addition to this.

What were the results?—The Limerick class failed entirely. That at Clonmel was successful enough, except in its financial aspect. A

special examination was held there in December, 1860, by the Department, and the answering was very good. The teacher then went on to Cork, where I had arranged with the Committee of the Royal Cork Institution to open classes. The classes were numerous attended. A large proportion, however, of those who entered were found not to have sufficient education to qualify them to profit by science instruction. However, fifty-eight presented themselves at the examination of the Department in May, 1861, with marked success. I give the following extract from the Report of the Committee of Lectures for 1861:—

“With reference to the passed students, the general character of their answering appears to have been excellent, they having taken four out of the six National Medals (including both the silver medals), and nineteen prizes, of which eight were first-class. This is the more remarkable, as there appears to have been very considerable competition, twenty-two teachers in the large towns in England and Scotland having brought up classes to the examination in chemistry; the Cork class, nevertheless (the only one in Ireland), carried off two-thirds of the medals and more than half of the entire number of first-class prizes awarded.”

The same remark, unfortunately, applies to this school as to Clonmel. It did not pay its expenses. It was, consequently, not without considerable difficulty that I induced the Committees in these places to try the experiment a second year.

Did the Committee find the three-monthly system to work well?—No. They found that it did not work satisfactorily, in consequence of the long interval between the conclusion of the first class and the examination in the following May, so that the class became scattered, and they decided on sending the teacher to only two towns in the year. He was accordingly sent to Clonmel and Cork, to prepare classes for the examination of 1862. I thought to have procured a resident teacher in Limerick, but failed. I endeavoured also to start a school in Belfast, but found extreme difficulty, as well from various local circumstances which opposed the establishment of such a school, as from the difficulty of finding a teacher. After much correspondence, however, and personal interviews with influential persons in Belfast, and attending meetings there, I overcame the first difficulty, and formed an influential Committee. They, however, required us to start the affair by a public course of lectures by Professor Jukes, so as to draw public attention. The difficulty as to the teacher remained. I tried in all the colleges, but no one was to be found willing to undertake it. University men aspired to something higher.

Did you proceed to get into communication with English teachers, failing to find them here?—I did. I felt it, however, a serious responsibility to take a teacher from a situation in England, and bring him over here to try an experiment which might prove an utter failure. I had a good deal of correspondence on the subject, and went over to England to have personal interviews with some teachers. Finally, however, I entered into an engagement with Mr. Tate, who had been engaged at a school in Bristol. The Committee undertook to give him £4 in addition to his payment from the Department. The class was well attended, being chiefly composed of persons who had attended Professor Jukes's preliminary course, and were thus attracted to the subject. In connexion with the Belfast class, I formed Committees in Carrickfergus and Lisburn, to open similar classes, these towns being within reach of Belfast, so that Mr. Tate was able to take charge of the three classes. I also formed another class in Belfast, under a distinct Committee and teacher, Mr. Eardley. I adopted a similar course in the south, and opened a class at Bandon, in connexion with the Cork school. I had thus in all seven schools in operation, preparing for the

examination of May, 1862. I have also tried to start schools at Waterford, Portlaw, and Londonderry, but as yet without success.

Will you state the results of this year's teaching?—The result of the examination in May, 1862, was in the highest degree creditable. Mr. Tate's pupils took six medals in geology, a gold, two silver, and three bronze. Mr. Dowling's, a gold, two silver, and a bronze in chemistry, a silver in zoology, and a gold in botany. Mr. Eardley's, two bronze medals in physics. Mr. Tate's pupils also took eighteen first-class, twenty-two second, and twenty third-class prizes in geology and mineralogy, besides prizes in zoology and chemistry. Mr. Dowling's in all took, I think, twenty-seven first-class, twenty-five second, and ten third-class. Mr. Eardley's, three first, nine second, and seven third. The contrast between these results and those obtained in England shows greatly to the advantage of our Irish schools. Thus, in all England, there were only two first-class prizes in geology, although there were seven or eight classes in operation there, some of them equal or superior, in point of numbers, to the Belfast class—as, for instance, at Liverpool. Mr. Tate has furnished me with the following comparative table:—

The following table represents the relative standing of the several classes. In the first column occur the names of the teachers of classes held at —; and succeeding columns, 1st, 2nd, and 3rd grade, Queen's prize; and passed students; and, lastly, the total number of passed students. The number of unsuccessful candidates cannot be obtained:—

Subject, Geology; Examiner, Professor Ramsay, F.R.S.G.S.

Teachers.	1st.	2nd.	3rd.	Passed.	Total.
R. Tate, Belfast, Lisburn and Carrickfergus, .	12	12	14	17	54
G. Jarman, Huddersfield,	2	—	2	5	9
J. Dowling, Bandon,	—	4	—	2	6
E. S. Wood, Bristol,	—	4	—	5	9
M. Pullen, Stroud and Painswick,	—	3	3	40	46
E. H. Birkenhead, Liverpool and Wigan,	—	2	7	27	36
H. Fulton, Bristol,	—	—	1	4	5
J. Plant, Salford,	—	—	—	—	5
Professor King,	—	—	1	—	1
J. Tennant,	—	—	1	—	1
Self-taught,	—	2	1	5	8
	14	27	30	110	180

Subject, Mineralogy; Examiner, Professor Smyth, F.R.S.G.S.

Teachers.	1st.	2nd.	3rd.	Passed.	Total.
R. Tate, Belfast, Lisburn and Carrickfergus, .	6	10	6	9	31
J. Dowling, Bandon,	1	4	—	—	5
J. Rowden, Bristol,	5	1	—	3	9
E. H. Birkenhead, Liverpool and Wigan,	2	—	1	5	8
J. Plant, Salford,	—	—	—	—	1
R. Pearce, Truro and Redruth,	1	—	2	—	3
J. Tennant,	—	—	1	—	1
	15	15	10	18	58

To what do you attribute this success?—Great exertions were undoubtedly made by our teachers, but I have no reason to suppose that the teachers in England and Scotland were less able or energetic. I am, therefore, obliged to attribute this extraordinary success mainly to the taste for science spread by the previous operations of the Committee of Lectures, and the knowledge acquired at their lectures and examinations. The pupils who formed these classes had, in most instances, availed themselves of the previous instruction given at our lectures—as, for instance, at Mr. Jukes's course at Belfast. In fact, I look on this success as a conclusive testimony to the utility of the work

carried on by this Committee, and as showing that the instruction given is not of that very superficial character which seems to be assumed. It is right that I should also state that I exercised myself a close supervision over these schools, being in constant communication with their committees, visiting them and inspecting the classes occasionally, stimulating them where I saw a want of zeal, smoothing down difficulties and jealousies, which I too often found to exist. To all these causes combined I attribute the great educational success of these schools.

What is the rule with respect to payments? What are the fees charged for the respective courses?—I think about 5s. for the evening course, and 10s. for the day course.

Who determines the amount and appropriation of the fees?—The Local Committee.

Who attend the day, and who the evening classes?—The evening class is chiefly attended by young men in business, and sons of shopkeepers; the day class chiefly by females.

Are they attended by operatives or artizans?—The majority of those attending them scarcely come within my notion of operatives or artizans. Some such, however, I believe, attend; but in general they have not sufficient education to profit by such teaching. I will quote a passage on this point from the Report of the Committee for 1860:—

“The difficulty in the way of establishing schools is also much enhanced by the regulations of the department, which though, perhaps, very suitable to England, seem scarcely adapted to the present social condition and state of education in this country. Elementary education has not yet advanced sufficiently among the humbler classes to spread among them either the desire or the ability to study such subjects as come within the action of the department. This country being chiefly agricultural, and manufactures being as yet but slightly developed, that large class, known in England as operatives and artizans, and to whom the department chiefly addresses itself, may be said to have but a limited existence here. Accordingly, the rule which limits the benefits of the Science Minutes, at least so far as the teacher's remuneration is concerned, to operatives and their children, virtually excludes most of those whose previous general education would qualify them to derive benefit from instruction in scientific subjects. Among those who have availed themselves of the instruction given under the directions of the Committee, no inconsiderable proportion consists of children of country shopkeepers, farmers, and other persons of small means, who, while their whole annual income, in many instances, probably does not exceed that of a well-paid English operative, and while they must either obtain instruction of this nature for their children through the machinery brought home to their doors by this Committee, or be wholly debarred from it, are yet unwilling to rank themselves as operatives or artizans, even if they could be brought within the meaning of these terms as defined by the department.”

The class who attend correspond in point of education to operatives or artizans in England?—I am not able to say.

LORD JUSTICE BLACKBURNE.—Generally it is the lowest stratum of society in this country capable of receiving such instruction?—Undoubtedly.

SIR C. TREVELYAN.—What were the subjects in Belfast?—Chiefly Geology and Mineralogy, also Physics and some minor classes.

What in Cork?—The principal subject was Chemistry. There were classes also in Zoology and Botany.

What were the numbers on the roll in Belfast, and how many went in for examination?—In Geology I think there were about ninety on the roll; fifty-four of whom went in for examination; all of them passed.

What were the numbers at Cork?—The first year there were about 200 on the roll; but the majority of these being strictly artizans, were found to be incapable of receiving the instruction, and only fifty-eight were examined. The second year the Chemical class had fallen to about thirty; of whom only seventeen came up for examination.

What were the receipts of Mr. Tate and Mr. Dowling?—Independently of what they received from this Committee, I should say £150 or upwards.

What is the present state of these schools, financially and generally?—Financially they have been a failure. The receipts from pupils have never covered the expenses—except, I believe, in Belfast, where they about sufficed for the working expenses, not including apparatus or diagrams. The result is that I have had extreme difficulty in inducing the Local Committees to continue them. Even in Belfast it is only after much negotiation that the Committee there has continued in charge of the school for another session. Mr. Tate has, however, had to take the entire risk and management of the school on himself, and to pay for the use of a room; and he stated to me that he would not do so but for his connexion with the Committee of Lectures. The position this gives him in the eyes of the public he finds to be of very material aid, even though they are not able to continue pecuniary assistance to him during the present year, in consequence of the withdrawal of so large a portion of their funds. This Committee, however, issues syllabuses, and in every way lends him the sanction of their names and local influence, which is considerable. The class at Lisburn has been also resumed, and I have been just attending a meeting of a Committee in Banbridge, where I hope to establish a school. From what Mr. Tate said to me, I think that he does not like the precarious nature of the work—he is on the look out for other employment, and I fear we may not have him another session. In the South the difficulty has been much greater. The losses of the Committee of the Royal Cork Institution for two sessions were so considerable, that they positively refused to have any thing more to say to the matter. However, after some correspondence, I went there the other day to try and bring about some arrangement, and they have agreed to continue to act as a Committee, and also to give the use of a room—the teacher, however, to pay all expenses—gas, fire, advertisements, &c. I do not know if Mr. Dowling will undertake this. He has hitherto refused, although he has advantages over Mr. Tate—having the free use of a room and apparatus, with both of which Mr. Tate has to provide himself. The schools at Limerick and Clonmel are for the present closed.

Do not the payments made to Mr. Tate and Mr. Dowling seem sufficiently liberal to induce them to carry on the schools at their own risk?—The payments both to Mr. Tate and Mr. Dowling for the past session seem to me very liberal. Still they feel there is so much uncertainty in the matter, that they are slow to take the risk on themselves. Their very success in the past session in some degree militates against them, as their numerous prize pupils are disqualified from taking prizes again; while in England, owing to the very small number of the higher prizes taken, most of the pupils can come forward again with the advantage of a second years' instruction. Besides, so much energy was displayed at the start in beating up classes, that we have probably made a pretty clean sweep of the scientific taste and talents of these towns. Much of the success was also owing to the previous instruction given at our lectures. The teachers, therefore, feel no security that their classes will continue to be sufficiently numerously attended by diligent students to remunerate them. Thus, the Cork class fell from 200 in the first year to 30 in the second year. The teachers, from their experience, are the best judges of this; and I look on their unwillingness to undertake the responsibility without some guarantee from this Committee, after the marked success of the last examination, as a very decided proof of the

extreme difficulty of establishing such schools on a satisfactory and self-supporting basis.

These schools do not seem then to be in a very sound state?—I certainly cannot consider them on a sound basis, or likely to be permanent, until local resident teachers are procured, who, having other employment during the day, are not dependent on the results of their teaching for their subsistence; but merely look to it as a means of occupying their leisure hours, and adding to their income. I am constantly looking out for them, but is not easy to find them. Almost the only class of men suitable are the National School teachers, and of these only the better class. It is only in very rare instances that their other duties will allow them to undertake extra work of this kind. I have procured one in Belfast, Mr. Eardley, whom I sent over to London last November to take a certificate. He has opened a larger class this year; but I should not be surprised at any moment to hear of his promotion and removal from Belfast, which would put an end to his classes. I am sending forward a National School teacher from Galway in November, and I believe one may go from Bandon. I had also one in view at Limerick, but he has changed his mind.

There are two modes of teaching—one by lectures, the other by individual teaching. Which is the more conducive to satisfactory instruction in science? Which is the more sound instruction?—I think the combined use of both is most likely to lead to satisfactory results. It is sanctioned by the usage of the universities. But I prefer answering the question in the words of a higher authority than my own. I quote from the Report of the Committee of Lectures for 1860, in which they cite a joint resolution of the Royal Society of London and of the British Association on this very point. The passage is as follows:—

“On the whole, the Committee consider that the combination of the two methods, as now carried on, viz., short public courses delivered by eminent men of science, followed, after an interval, by an examination set by a competent examiner, and class or school instruction for a longer period, by teachers sufficiently qualified for this purpose, is perhaps the best arrangement which present circumstances will admit of, and the most advantageous mode of applying the limited funds at their command. They are confirmed in this opinion by finding that it is exactly the course recommended in a series of resolutions, adopted by the Council of the Royal Society of London, and concurred in by the Council of the British Association for the Advancement of Science, in the year 1857, on the question as to whether any steps could be adopted by Government or Parliament, calculated to promote the cause of science in this country. From these resolutions, to which their attention has been called by the Rev. Dr. Lloyd, late President of the British Association, and a member of this Committee, they extract the following passage:—

“The President and Council (of the Royal Society) recommend that the establishment of classes in metropolitan and provincial schools, where those who have not the means or opportunity of studying at the Universities may be taught the elements of Physical Science, on a systematic plan, be promoted by grants from Government, in aid of such funds as may be locally contributed for that purpose. That the formation of provincial museums and libraries be encouraged in like manner, and that provincial lectures, accompanied by examinations, be established in Great Britain, in towns which request this assistance and engage to provide a part of the expense; such lectures to be in aid of the schools above-mentioned. So that, by means of the two combined, a sound knowledge of the principles and applications of science may be systematically taught.”

“It is a gratification to the Committee to find that the course they are following agrees so closely with that recommended by these learned bodies, perhaps the highest authorities in the kingdom on such a subject.”

Does not the success of the Cork and Belfast Schools show the superiority of the system adopted in the Science Schools?—That success is largely owing to the work we had been previously carrying on; and is rather an evidence of the amount of real good we had been doing. Great exertions were also made both by the teachers and myself

to start the thing well—perhaps more than it would be reasonable to expect again. On this point, however, I again prefer to appeal to an authority which cannot be disputed. I quote a passage from a report of the Committee of Lectures for 1861 :—

“In conclusion the Committee think it right to state, that the results of this year have confirmed them in the views put forward at length in their last year’s report, that the system of provincial lectures and examinations which they have been carrying on for the last few years is not opposed to that of class instruction by certificated teachers, but on the contrary affords the best means of gradually introducing it. In every instance in which the Committee have succeeded in starting such classes their success has been directly and immediately owing to the opening made, the relations established, and the taste for scientific knowledge disseminated by their previous operations. It is not too much to say, that but for the provincial lectures which have been given for some years there would probably not now have been a single class in Ireland under the Science Minute. They trust that my Lords will appreciate the correctness of the conclusions to which experience has led this Committee, and that the grant so usefully administered by them may be restored to its former amount.”

May not the want of success in the Science Schools (financially) arise from the rivalry of the old system?—I have already endeavoured to explain that there is no rivalry.

In the case of provincial lectures the Government provides the lecturer without expense to the locality. In the other, payments are made by the local body. Can these systems co-exist, and are they not in rivalry?—That is not so. In the case of the provincial lectures the Local Committee, besides defraying all local expenses, have to pay us £10 for the teacher. In the other they get him without charge. There is, in fact, a premium offered in favour of the Science Schools.

The want of success in the schools is attributable to the want of local teachers?—The first difficulty that meets us is that of procuring local teachers.

Is not the system of Science Schools calculated to meet the want?—It offers inducements to teachers, but affords no means of instruction to young men desirous to qualify themselves for the employment. In this country, from various causes, they have not yet come forward to any extent. In fact none have yet availed themselves of the advantages offered, except those I have myself brought forward. I am always on the look-out for them whenever I go to a provincial town.

Is not a condemnation of the lecture system involved in this, that it has not been reproductive. It has not produced teachers?—I think not.

Does the lecture system go to raise a class of trained teachers?—It has no direct machinery for producing teachers. The scanty funds at the disposal of the Committee would not permit it.

The lecture system has been established a long time and has not produced these results?—We cannot say how many of those who may avail themselves of the teachers’ certificates may have been led into the paths of science by the system that has been at work. It is certain that it has been the means of introducing the system of Science Teachers and Science Schools into Ireland.

As long as Government supplies teachers from public funds, will local exertions be made to provide instruction in Science?—The teachers in both cases are paid exclusively by public money. The difference in this respect is only in the mode of payment.

Is it not a fact that under the Science Minute the teachers are paid upon results?—Certainly.

Is not that the most effectual way of securing sound instruction?—It is the surest way of getting value from the teachers. I have not the slightest objection to the new system. I think it is excellent. I only say that there is nothing antagonistic in the two. Our system helps yours.

Which is the most certain and effectual system. Instruction of a superficial character by lectures or sound individual teaching?—That is assuming the whole question. It is quite a mistake to suppose that the instruction given by our lectures is of such a very superficial character as you appear to assume. I must explain the real nature of our work a little more fully. Both the lecturer and myself get into communication with the Local Committee, perhaps, a couple of months before the course is to begin, with a view to organizing a class of students to read for the examination. The Lecturer recommends certain text books to them for study in the interval. When he goes to the town he is bound by our regulations to remain there for at least three weeks, so as to give the students ample opportunities of consulting him. He generally meets the special class who intend going in for examination on the alternate days, putting questions to them, and explaining any points on which they may feel a difficulty, and giving them directions as to their studies in the interval up to the examination. Some five or six weeks after the course terminates the examination is held. The work connected with each course thus extends over a period of three or four months. The questions at our examinations are far from being of a superficial character, and will bear comparison even with those set by the Department for examination after a year's study. In proof of this I beg to hand in the examination papers of the last three years. There are amongst them several papers on Geology. Sir Richard Griffith, as a geologist, will be good enough to compare them with the paper set by the Department for the last May examination, which I have here, and say whether our questions are not quite as searching. The answering, on the whole, has been found to give fair evidence that good has been done, and sound instruction given. The results, being reported on by independent examiners, unconnected with the particular courses of lectures, and men of high university position, are of course above suspicion.

This arrangement is based on a system of lectures after which there may or may not be an examination?—We never gave a course of lectures without examination, since the examinations were first introduced. We make the formation of a class for examination a condition of giving the course. You will see this in the form of application which has to be filled up by the Local Committee. They have to answer the following query:—

“Is it intended to form classes for instruction in the subject of the proposed course, and have any steps been as yet taken in reference thereto?”

If it were answered in the negative, they would not get the course. I will also read to you one of our regulations, which is as follows:—

“After each course of lectures an examination will be held, and prizes and books will be awarded to all candidates whose answering may merit the distinction.

“The main object of the provincial lectures being to afford an opportunity of acquiring useful elementary knowledge in science to those who have no other means of obtaining it, and the results of the examination affording the only test of the success of the course in this respect, it is expected that every effort will be made by the Local Committee to form a select class of students, who will *bonâ fide* prepare themselves for the examination by diligent attendance at the lectures, and by procuring and studying the text books recommended by the lecturers.”

Under the Science Minute, aid is given by payment on results. In the other the examinations may or may not be satisfactory?—The result of the examinations is, of course, uncertain. But there is always an examination.

The new system depends on local co-operation. In the old the Local Committee may be illusory?—Not so. In our system the Local Committee is always and necessarily *bona fide* and active. In the school system there is a tendency to let the whole thing fall into the hands, and under the sole direction of, the teacher. The Belfast school is a case in point. Mr. Tate has had to take the whole arrangement, responsibility, and risk on himself. The Committee may, therefore, be looked upon as almost illusory. They will have nothing to do until the examination.

In the new system payment must be for value received. In the old system there may be no value?—Even considering the results of an examination to be the only test of value, we have a very important check, both upon the teacher and the locality, in this—that if the result were not found satisfactory, it would be visited upon the party in fault—if the teacher, by not employing him the following year; if the local body, by not giving them another course. The direct scientific instruction is, however, far from being the most important benefit resulting from these lectures. The stimulus and aid they give to mechanics' institutes, young men's associations, literary institutions, and such like, is, in my opinion, a far greater public good. I quote the following passages from the Report for 1860, before referred to, and the Appendix to that Report:—

“Short courses of public lectures, followed, after an interval, by an examination, as carried on by this Committee during the last few years, appear to be well suited to the present condition of the country, and calculated to draw public attention to the subject, and likely gradually to open the way to the introduction of a system more in accordance with the views of the Department. The answering at the examinations has shown that, in many instances, a considerable amount of continuous attention and study has been given by the students to the several subjects; but the indirect results which have followed, and which cannot be measured by statistical returns, appear to be not the least important of their effects. These courses (which have long been an institution in this country) have been the means of largely increasing the usefulness of local literary and scientific institutions, and mechanics' institutes, perhaps even of keeping them in existence. They have led to the establishment of these useful institutions in places where they previously did not exist as, for instance, at Portlaw (see Report in Appendix III.)”

Extract from Report of Dr. Martin, of Portlaw :

“Having consulted many of those who attended these courses of lectures, I find, that all are unanimous in their opinion of the good service which they have done in the locality. To the course delivered by Dr. Kinahan is due the establishment of our Literary Society, which, considering the class of those who constitute it, has had great success. It has now been in operation for nearly two years. It numbers over one hundred members, possesses a reading room, and a library of over 600 volumes. It holds meetings weekly during ten months of the year, a paper being read on some historical, geographical, or literary subject, on one night, and a debate being held on the alternate nights. The following are a few of the subjects on which papers have been read:—

- 3 On Chemistry.
- 3 „ Physiology, Digestion, Respiration, and Circulation.
- 1 „ Theory of Wind Currents.
- 1 „ History of Chinese Manners and Customs.
- 1 „ Ditto of Japan.
- 2 „ Arctic Voyages.
- 1 „ Punctuality and its advantages.
- 1 „ Who are the truly great? The Workers.
- 1 „ Penny Banks.
- 2 „ Astronomy.
- 1 „ Physical Geography.

And many other allied subjects, with occasional readings from Macaulay's poems, Shakspeare, Goldsmith, &c. This series will evince the amount of mental activity excited amongst us, the more so when I tell you that some of the most interesting papers were the productions of working men, who never made an attempt of the kind before. Although the subject of the last course of lectures delivered by Dr. Melville was entirely new, and one about which, at first, but little interest was felt, yet the attendance was fair; and before half the course was over, all felt that they had got hold of a subject calculated to give them much pleasure, and lead them into new phases of thought. Many of the working people who attended them say that their rambles are now more interesting than they ever were before, as they have always before them new subjects for inquiry and reflection."

I have given these extracts rather fully, because I believe they are of extreme importance as showing the real nature of the public good effected by us. The inhabitants of Portlaw consist, almost exclusively, of operatives connected with the great factory of the Messrs. Malcolmson. There are very few indeed among them with leisure and education sufficient to give them much chance of success at the annual examinations of the Department. I think the Commissioners will agree with me that the establishment of one such association as that at Portlaw, which brings these artisans together after work-hours to an innocent and intellectual enjoyment, and keeps them out of the public house, is effecting a greater permanent public good than if we brought up 100 prize students to an examination, and is an ample return for the money paid to the Lecturer.

Admitting this, and other good, may not the time have arrived for introducing a more perfect system of scientific instruction?—The existing system may perhaps admit of improvement in many respects, and by a harmonious action with the Department, there would be no difficulty in carrying this out. But the Department has already, I fear, been premature in interfering with the Committee. The sudden withdrawal of nearly half of their funds, by depriving the Committee of the means of fostering their schools, which are yet in their infancy, has even now endangered the existence of these schools, which opened with such promise of success.

Is it likely that local co-operation will be forthcoming to establish Science Schools so long as free public instruction is given, as by these lectures?—I think I have already answered this. The instruction we give is not free to the public, and it appears to be an excellent machinery for gradually introducing the Science Schools.

Captain DONNELLY.—Do you think if places in England could for £10 obtain the services of such men as Professor Huxley, for instance, to lecture, a young private teacher would be found to enter into competition to teach, or that the necessary local exertion would be made to establish his school?—A course of lectures by Professor Huxley, if delivered in connexion with an existing Science School, and with a view to give it an occasional stimulus, and draw public attention to it, would be one of the most powerful auxiliaries to a Science Class. I know it is so in this country, and I suppose it would be so in England also; at least I have the united opinions of the Councils of the Royal Society of London and the British Association, which I have already read, to this effect, and I suppose you will admit this as a sufficient authority. I can speak as to facts in this country, and not merely as to opinion. The local Committee in Belfast, who are the best judges of what may conduce to the local interests of their school, found it necessary to have a public course from Professor Jukes in connexion with their class. It was attended with the best results, and was the means of bringing together the class who distinguished themselves so much at our examination in May. The very same was done in Cork :

after the school was some time in operation they found it desirable to have a public course in aid.

I think the new science system would make but little progress in England if Government gave £500 a year for the payment of Lecturers?—I am satisfied to rest on the opinion of the Royal Society on this point.

Sir C. TREVELYAN.—Admitting that the lecture system may be good as an introductory and provisional one. May it not be kept on so long as to prevent the introduction of the other?—I have no grounds for supposing that. It has hitherto been the means of introducing and spreading the new system, and if that system be the better of the two, I suppose the old will gradually merge into it.

Lord Justice BLACKBURNE.—Would it not be always competent for the Committee to see whether the lectures in any place would interfere with the Science Schools?—Undoubtedly.

Is it not at all times in the power of the Committee to regulate their lectures so as to provide for the necessities of the place where the lectures are sought?—Unquestionably.

Sir R. GRIFFITH.—Does not the Committee exercise a careful scrutiny into the circumstances of every application, with a view to selecting those they consider most desirable?—They inquire most rigidly into the circumstances connected with every town and every Lecturer; and if they found their system likely to be abused in any locality, they would withhold the course. They have always more applications than they can grant, and are obliged to put some off with promises for the following year. They are at this moment under promise to several towns for next year which were disappointed this year.

Sir C. TREVELYAN.—So long as local parties have the option of getting professors to lecture, is it likely that they will exert themselves for the establishment of Science Schools?—The best answer I can give is to point to what I have effected during the last three years with the co-operation of the local Committees.

Is it probable, so long as their attention is directed to the instruction given by professors sent down to lecture, that they will avail themselves of individual local teaching?—It is the very best means to stimulate them, and create a desire for permanent teaching.

Experience shows that the pressure of a local demand is necessary to the establishment of a school. Can that pressure exist if the lecture system exist?—The lecture system, in creating a taste for science, makes them feel the want of instruction, and thus seems to supply the very pressure necessary for the establishment of a permanent school.

The lecture system may be considered then as a scaffolding for the erection of a permanent building. Don't you think the time may be come for taking down the scaffolding?—I fear not.

Lord Justice BLACKBURNE.—I am afraid if you take down the scaffolding too soon the building will never be finished. Supposing the lectures were entirely discontinued, can the other system be practically worked, and can masters be found?—The facts and documents I have brought forward would seem to show that at present we can hardly expect this.

If we abolish the present system, is it not the fact that the other will be abolished also?—There would be some danger of it. I do not think the teaching of our high class Lecturers can yet, with advantage to the public, be set aside in favour of Science Schools, taught by teachers generally of much inferior qualifications. I will read the opinion of the Committee, which must have more weight than mine.

"The Committee have entered thus fully into this subject, as they apprehend that the Department is not fully aware of the benefits resulting from these public courses of lectures, and would rather see them wholly replaced by school or class instruction; and they are impressed with the belief that any attempt to force on such a change too suddenly would not be judicious, being not unlikely to be attended with failure, and perhaps leading to a virtual exclusion of this portion of the kingdom from the benefits of the action of the Department; while at the same time, they cordially concur in the desirableness of gradually introducing a more systematic plan of instruction, according as the spread of education among the humbler classes, and perhaps the increase of manufacturing energy may prepare the way for it.

This is taken from the report for 1860; and as I have so often referred to that report as an authority, I think it right to state that it was carefully prepared by a sub-committee, and adopted by the Committee after full deliberation. Unusual care was given to the preparation of that report, as they desired in it to lay before the Department correct views of the nature and effect of their operations.

If we abolish the system of lectures, what will be the state of the country as to science instruction?—I am afraid not very satisfactory. I will give you the words of Sir John Young, late Chief Secretary for Ireland, who was one of the earliest members of this Committee, and had an opportunity of witnessing the effect of one of these courses in his own town of Bailieborough. I quote from the report of 1860:—

"From the Report of Sir John Young, President of the Bailieborough Literary Society, and late Chief Secretary for Ireland, a gentleman intimately acquainted with the social circumstances and wants of this country, they extract the following passage:—'I may safely affirm that the discontinuance of these lectures would deprive a rising and intelligent class of people of sound elementary instruction in various branches, to which it is most desirable, in every point of view, they should have access, but to which their chance of access is small indeed, except through the door opened to them by your Committee.'"

Any interference with the functions of the Committee in this respect would be highly unpopular. I can bring a mass of evidence in support of this statement, and I beg the attention of the Commissioners to this point. In September, 1860, the Committee, being anxious to collect the opinions of the different local bodies on the working of the system, sent round the following circular:—

"Science and Art Department,
"Committee of Lectures, Dublin Castle,
"September 12, 1860.

"SIR,

"The length of time during which the system of provincial lectures and examinations, under the direction of this Committee, has been in operation, appears to be sufficient to allow a fair estimate to be formed of its value and utility in diffusing sound elementary instruction in practical science, especially among the artisan and working-classes.

"It is desirable that those local institutions, through whose co-operation and agency the system has been worked, should furnish statements or reports of their experience on this subject for the information of this Committee and of the Department, in order to enable them to judge how far it may be advisable to continue these lectures and examinations.

"I have, therefore, to request that you will furnish me, at your earliest convenience, with a report, containing the views of the local committee or institution which you represent; adding any suggestions which may appear likely to be useful and practicable.

"I have the honour to be, Sir, your obedient servant,

"To —."

"F. J. SIDNEY, LL.D., Secretary.

The numerous reports received in answer to this circular are well worthy of your attention, and afford conclusive evidence of the great amount of good done, and of the value set by the local bodies on the work carried on by us; and as in an inquiry of this kind, which affects all these bodies as much as it does the Committee of Lectures, who are in some measure only trustees for their benefit, all these bodies have a right to be heard, I beg to offer as evidence on their behalf these their official reports, which will be found collected in Appendix 3 to the Report for 1860.

Lord Justice BLACKBURNE.—Are there in the various towns persons qualified to undertake the teaching of these schools?—Not as yet. They will, I hope, gradually spring up.

Sir C. TREVELYAN.—Has not the new system operated directly to produce masters?—I do not think it can be said to have produced them directly, as it affords no means of training them. But it has a most beneficial tendency to encourage teachers. I would not be understood to say a word in disparagement of it. It is, I feel assured, an excellent system, and I hope to see it gradually make its way here; but I would not like to see it injudiciously forced on to the destruction of a system which has undoubtedly been working much good.

Why does it succeed in England without a lecture system?—I suppose because the circumstances of the two countries are different. But I think it is better to confine myself to matters on which I can speak with some confidence—the position and wants of Ireland in this respect.

The lecture system is peculiar to Ireland. The other is general throughout the whole country. Is not that an advantage?—The very circumstance that gives our Committee so much weight and popularity in Ireland is that it is composed of Irishmen of high position, familiar with the state of the country in its social and educational aspects, and able to modify and adapt their rules to the circumstances and requirements of particular localities. The rules of a universal system must necessarily be inflexible, and may sometimes operate injuriously. One circumstance that makes our teaching and examinations so useful and popular in Ireland is that they are adapted to the locality. Thus, in a course on geology, the Lecturer directs his attention as much as possible to the geology of the neighbourhood, and the examination turns largely on local features. Here are two or three questions from our geological papers:—

“24. Draw a rough section through Belfast, and describe it with especial reference to the chance of finding coal in the counties of Antrim and Down.”

“19. Describe the way in which the sedimentary beds of the county of Antrim are altered by the *Basalt* and the *Trap* dykes.

“20. Make a section from the oldest of the sedimentary rocks of the county of Antrim upwards, showing the relation which the *Basalt* bears to the other rocks of this county.”

“20. Give a generalized section from the River Lee to the sea, and point out the position and age of the rocks in the neighbourhood of Bandon.”

“18. Describe the junction of the Old Red Sandstone and Greywacke at Mount Misery.

“19. What are the localities for *Graptolites* in the county of Waterford?

“20. What were the animals whose bones were recently found at Dungarvan in a limestone cavern?”

“8. What are the chief subdivisions of the Carboniferous rocks in Ireland; and how do they differ from the corresponding rocks in England and Wales?

“9. What are the rocks of which the county Waterford is principally composed?

“10. The localities of Tallow Bridge and Dunkitt are famed for their fossils; what are the chief fossils found in each place?”

Of course a general set of questions for the whole country is not specially applicable to any particular locality, and therefore loses much of its interest. Any questions in the examinations of the Department in geology having a local bearing invariably relate, as might be expected, only to English localities. No reference is made to Ireland. Again, a frequent subject of our courses is Agricultural Chemistry, the importance of which to this country I need scarcely point out. No such special course is provided for by the regulations of the Department.

You propose the lecture system as a missionary system, with a view to the ultimate more satisfactory system of class instruction?—I think, as regards its relation to the science schools, you have aptly described it as a missionary system.

But don't you think that missionary efforts, if too long continued, tend to prevent the establishment of any permanent local organization; and that the lecture system having fulfilled its missionary character may now, with advantage to the public, be dropped?—Perhaps if looked upon merely in its missionary aspect it might be injudicious to continue it too long. But I have not said that this was its only or even its most important use. I have already cited abundant authority on this point, and illustrated it by the instance of Portlaw.

Suppose that one of the Science Schools was in full operation, would you then decline to give a course of lectures?—On the contrary, that would give an additional claim to occasional professorial aid, if sought for on the ground that it was desirable in order to give a fresh impulse to the school, and draw public attention more to it. Even in an established school, energy is apt, after a time, to flag, and it is well to rouse it by such means, and by an occasional visit to the class and Local Committee.

Have you no apprehension that the two would be rivals?—Certainly not; they work most harmoniously. The existence of the Committee of Lectures has not been an obstacle but an aid to the establishment of these schools. This was felt when the Department, in October, 1859, sought the aid of my Committee to introduce the system. I did not volunteer my services, but was officially asked. I have already read to you a statement from the Report of this Committee, attributing the success of the schools to the facilities afforded by their own system. That statement, made upwards of a year and a half ago, still holds true. Up to the commencement of the present session not a single science school has been started in Ireland except those that I have started; nor has a single teacher from this country availed himself of the advantages of the Science Minute except those I have stimulated and sent forward; and it is solely owing to the influence and the lever placed in my hands, by my connexion with the Committee of Lectures, that I have been able to effect this. Of course, now that the thing has been started, we may expect that teachers will gradually come forward, and, perhaps, schools be established independently of the Committee; but I would not expect many such at present. They may succeed in a few of the large towns, such as Dublin, Cork, or Belfast, where a sufficient number of operatives may be found to keep up the classes: but it is only in a few places that this would be. Even such towns as Limerick, Clonmel, and Waterford seem unable as yet to establish self-supporting schools. If you abolish the functions of this Committee, with a view to putting a pressure upon them to establish schools, the chances are that the taste for this kind of thing may be lost before they are in a position to do this, and the whole thing will die out. In considering this subject, it should be borne in mind, that the charge on the public purse is limited to the £500. It is not like a charge that is liable to indefinite annual increase.

7TH OCTOBER, 1862.

SIR ROBERT KANE, F.R.S., M.R.I.A., examined.

You are the Director of the Museum of Irish Industry?—I have been the Director of that institution from its origin. Museum of
Irish
Industry.

What is the state of the Museum, its specific character and general objects?—In its first establishment it was called the Museum of Formation. Economic Geology, as it was intended to be formed upon a plan somewhat similar to the Museum of Practical Geology in Jermyn-street, but with a wider range. There had been in operation in Ireland a trigonometrical survey, in connexion with which an examination was made into the natural history, archæology, and physical features of a portion of the country. This was conducted by Colonel Portlock, and in the course of that investigation a large collection was formed of mineralogical, geological, and natural history specimens, which were lodged in the offices of the Survey. After this examination had proceeded a certain length, the operation of the Survey was limited to the mapping of the country, and when this museum was established, the whole of the Portlock collection was transferred to it. In 1845 the Government decided upon establishing an institution somewhat upon a plan which I had suggested in a report made to the Dunraven Committee in 1842 or 1843; and this institution was placed under the Department of Woods and Forests, of which the Earl of Lincoln was the Chief Commissioner. There had then been organized in London, under Sir Henry De LaBeche, a Museum of Economic Geology: and as it was determined to recommence the Geological Survey of Ireland, and place in the new museum here the collections that would be formed during that survey, our institution received the title of the Museum of Economic Geology. But after a time when the industrial objects of the Museum became developed, I represented that the geological aspect of the institution was limited, and that a name should be given to it expressive of its more important industrial objects, as an Industrial Museum for Ireland. The Earl of Carlisle, who was then Chief Commissioner of Works, decided upon changing the name to that of the Museum of Irish Industry. It is not however, nor was it intended to be a museum limited exclusively to Irish objects, or to industrial objects.

The geological collection includes the geological collections formed by the officers of the Geological Survey in Ireland?—In official strictness it consists of two parts. I was instructed to provide accommodation for the Geological Survey of Ireland—space for offices, and space for the collection that might be formed, and to be kept during the survey. These collections are in charge of the officers of the survey; strictly speaking all that part of the Museum is in the charge of Mr. Jukes, as representative of Sir Roderick Murchison, and is operated upon by him. The Irish geological collection will represent, when completed, the geological structure and fossils of the whole of Ireland, but there is also a collection illustrative of the geological structure of Great Britain and of Europe generally. There are two further collections: one is the mineralogical collection illustrating the practical uses of minerals—such as sulphur, lime, silica—showing how they are found in nature, and how they are applied in the arts. The second is a collection of rocks to illustrate the history of the non-fossiliferous rocks, which is made use of by the Professor of Geology for the purposes of instruction. For this instruction he avails himself of all the resources of the Survey collection, but that survey being local, and there being fossils not found here, to which it is necessary to refer in the courses of instruction, we have purchased specimens from other countries, and

also have enabled him to form a collection of Irish rocks, from places which the Survey has not yet reached. For the purpose of illustrating European geology, we have purchased a collection of continental igneous and metamorphic rocks from Mr. Krantz of Bonn.

Do you think it of importance that the Irish geological collection should be kept together?—I think it of great importance that local collections should be kept together, and this is the course pursued in all places where the science is thoroughly understood and cultivated. If you go to the School of Mines in Paris you will find every department of the country represented by its rocks and minerals; there is a perfect topical collection as well as a central collection; in fact, the departmental collections are as carefully looked after in France as the central collection.

Objects.

What are the industrial objects of the institution?—To teach the scientific principles involved in the various branches of industry, the uses to which raw materials are applied, the various processes through which they pass, and, as far as possible, the actual condition of the arts and manufactures in this country, England, and elsewhere. All the

Arrangement.

specimens are arranged with this view. The lower part of the Museum is devoted to inorganic material, the upper to objects of organic nature. The lower cross gallery, entering from the hall, contains building-stones of Ireland and England, marbles, slates, and flags, specimens of clays, and materials used in making cements, and specimens showing how these are employed. From that we pass to the gallery on the right, containing the ores of copper, lead, zinc, antimony, &c., as found in nature, and specimens showing these metals in their different states of preparation, the different uses to which they are applied, the processes which they undergo, and the compounds derived from them. We then pass to the minerals; a collection which is confined to those that have practical uses; the minerals are placed on one hand, and their practical uses shown on the other. In the lower gallery, on the left, the manufacture of iron is illustrated, in the same way as the copper, lead, &c., on the other side. The iron is so associated with coal that we have separated it from the other metals, and its industrial history is exhibited along with that of coal. From the metals we pass to the application of clay and sand in the manufacture of pottery, porcelain, and glass. These are in three divisions; one exhibits the manufacture from the earliest times, the second illustrates the diversity of the manufacture in different countries, and the third shows the materials and instruments employed in the manufacture. There is also here a collection of Wedgewood ware, and pottery manufactured in Ireland. The gallery above this contains specimens illustrating the industrial applications of various vegetable fibres, such as flax, hemp, and jute, of cotton, and the various processes through which it passes. The woollen manufactures are also shown; and, in connexion with those textile industries, we have models showing the processes the thread undergoes from the time it leaves the ground, or the back of the animal, till it is converted into cloth. From the fibre industries we pass to a collection of the starches and sugars, and of fatty bodies of vegetable and animal origin, and their conversion into soap and other articles of domestic economy.

How far is the collection complete, and how far is it defective?—I should say that our collections of copper, lead, and iron industries are very complete. We are deficient as to the cotton industry, because we were not allowed to purchase models of the cotton-spinning machines. But there is no one department in which there is a positive glaring deficiency. There are a great number of details which it would be de-

sirable to fill up; and in such a museum you will always have to be removing certain portions and substituting others, to keep up with the progress of the arts.

Is not such a museum open to this objection, if complete it becomes too voluminous and extensive, and if not complete it becomes obsolete?—You might go wrong either by allowing it to represent obsolete things, or, upon the other hand, by introducing every novelty as it appears. It is possible and practicable to keep to a judicious mean between these extremes, and represent a *bonâ fide* condition of the arts and manufactures, while the amount of change would not be very considerable. This objection applies as well to a natural history museum, in which you have to replace specimens injured and introduce new discoveries from time to time. Changes are necessary in an industrial museum, but they are not so rapid as to require the *bouleversement* of the museum every two or three years.

There are illustrations of manufacture in the Museum which scarcely form a part of Irish Industry at all, such as earthenware, glass, and iron. How are such illustrations, therefore, useful in an educational point of view?—I do not consider that in an institution of this kind, which is for the education of an integral portion of the empire, it would be desirable to limit the illustrations to what exists in Ireland at present, or what would be brought into action hereafter. That would be saying to the Irish people you may learn anything belonging to your own country, but you shall not qualify yourself to be employed in England. I would claim for the people of this country that, as we are a portion of the empire, we should not be debarred from any source of knowledge that would fit us for employment in any part of the empire; and I insist that we have as good a right to learn how to make glass or porcelain, or to manufacture iron, as the persons born at the other side of the channel; and it would be to the interest of the English manufacturers themselves that the Irish, with their quick intelligence, should be so instructed and fitted to become machinists and managers of factories generally. At the present moment many English manufacturers are obliged to employ Germans in their works as overseers and managers. This you would find to be the case upon an examination of the great works in Liverpool and Manchester; and with respect to the chemical industries, I can state, that in a large proportion of the great chemical factories in England, the managers are Germans. In consequence of the facilities afforded by the German States for instruction in chemistry, England is filled with young Germans, who possess an accurate chemical knowledge, and who, having spent some time there as managers of factories, either go back to Germany and establish factories, by means of which they compete with the English themselves, or they settle themselves in England, and compete with them on their own ground. In Manchester alone there is a great amount of this trade absorbed by the Germans.

Does this arise from the superior facilities afforded by the State in Germany for instruction in this department?—Yes. Practically, the schools in which these young Germans are taught are entirely supported by the Government. Schools supported by the Government exist in all the principal towns of Germany—at Berlin, Carlstadt, Munich, and other places.

But the great industry of Ireland is agriculture, and yet you do not teach agriculture at the Museum of Irish Industry.—The great industry of any country is its agriculture. The agricultural industry of England is more valuable than its manufacturing industry. Improve-

ment in agricultural husbandry has always been the recognised function of the Royal Dublin Society; and neither I nor any other person connected with the Museum of Irish Industry ever thought of trenching upon the province of this Society. We, therefore, never have had anything to do with agriculture except with regard to the chemical analysis of soils, the preparation of a series of maps showing the distribution of the values of land according to the Government valuation, and the forming of agronomical maps showing the distribution of soils in two or three counties. This latter was given up, as it was found to be attended with expense and embarrassment.

Have you included in your description the whole of the collection in the Museum of Irish Industry?—There is a natural history collection of birds, fishes, and shells, made by Colonel Portlock during the progress of the Geological Survey, which properly belongs to the Royal Dublin Society, and which should be removed there as soon as the Natural History Museum is ready for their reception.

[Sir CHARLES TREVELYAN proceeds to put a question on the subject of the consolidation of the two collections. Sir Robert Kane prefers, on personal grounds, not to express any opinion upon the subject, inasmuch as his opinion, in consequence of the peculiar circumstances, could not be expected to carry any sensible weight with the Government or the public. Sir Charles urges the necessity, in a public point of view, of having Sir Robert Kane's views upon the matter; and ultimately Sir Robert consents to give his views, upon the understanding that his position is not to be considered as affecting his opinions.]

Consolidation. Sir CHARLES TREVELYAN.—You are aware that it has been suggested that there should be a consolidation of the Royal Dublin Society, and the Museum of Irish Industry?—I am familiar with the whole of the circumstances under which this question has been raised.

The reasons urged for this consolidation are that the collections are to a great extent similar, and relate to the same class of subjects; both have extensive geological and mineralogical collections, and by the union of the two, a more perfect collection might be made; that the apparatus and specimens of this society are used at the lectures in both institutions; that the lectures are delivered indifferently at both places; that it is easier and more economical to have and maintain one collection in an efficient state than two; and that it is easier for the public to resort to one than to two. These are the reasons for consolidation. It is then urged that the Royal Dublin Society should be the place of consolidation, because that Society is so largely supported that it forms a sort of representation of the whole country, and that whatever is connected with it is more easily diffused throughout the country than if coming from a newer and less known institution, such as the Museum of Irish Industry?

I quite admit that it is a disadvantage to have to carry the apparatus and specimens from one place to another for the purpose of the lectures, and that it is inconvenient to have one part of a course of lectures delivered here, and another part of the same course delivered at Stephen's-green; but I do not see any practical disadvantage in Professor Jukes, for instance, lecturing regularly through his whole course at one place, and Dr. Barker, for instance, lecturing through his entire course at the other place. The subjects are different and would be completed in each place, and the public could go to one as easily as to the other. With regard to the collections being allied, and therefore the necessity of having them placed in the one house,

there is more of mere statement than argument in that assertion. You have a geological collection in the British Museum, and another at Jermyn-street, in London, would it be advantageous to consolidate these? I can conceive the very fine collection of minerals here existing as a scientific collection, with all its advantages of teaching the science of mineralogy, independently of the collection in the Museum of Irish Industry, arranged with a view to teaching the practical uses of minerals, just as the collections exist in Jermyn-street, and the British Museum, each having its separate object, one being a scientific museum with a purely scientific arrangement, the other being technical, and arranged entirely with a view to the practical uses of the objects. Besides you entirely confuse the scientific classification if you interpolate industrial illustrations. In one case the mineral is taken as a physical species, in the other it is taken in reference to its practical use; you *may* put them together, but in doing so you break up the scientific history by forcing in its industrial application. These separate systems of arrangement are observed in London and all continental countries:—the industrial history of the mineral, and its scientific history.

Some parts of the Museum of Irish Industry are arranged without reference to industrial uses, the geological portion for instance, might not that be advantageously amalgamated with the collection of the Royal Dublin Society?—Yes, if you brought the geological lectures with them.

Would it not add to the efficacy and completeness of the lectures, that the Professors should have easy access to the various apparatus and specimens in the possession of the Royal Dublin Society?—I believe that the Professors have always had at their disposal the resources of this Society, and that their officers have uniformly given the fullest assistance towards making the lectures as complete as possible.

The separate collections for separate objects of which you have spoken have reference to large capitals; is there the same demand for such separate collections in Dublin?—Not to the same extent, but the position of Dublin would require and entitle it to have its institutions calculated rather upon the plan of the capitals of other countries than upon that of provincial towns. The intercourse between Dublin and the provinces has been vastly facilitated of late, and Dublin is now more in the position of a *bonâ fide* capital than I believe it to have been at any time within the last half century. It is every year more and more acquiring the character of a capital, and becoming more and more entitled to the institutions of a capital.

The greater number of persons who visit museums are unaware of this division of theoretical and practical mineralogy, would not the number of visitors be increased if the two collections were joined?—Just as if Jermyn-street Museum was removed to South Kensington; the visitors at the latter place would be increased by a portion of those who would have gone to Jermyn-street.

But is it not desirable to have a museum attended by a great influx of visitors?—Persons attend museums either for learning or for the purpose of sight seeing. If for learning, you may have more instruction and a greater diffusion of information from a moderate number of persons visiting a museum and understanding what they see, than from a large number who go sight seeing. In the small and less frequented museum, people can examine the collection minutely, and pursue their studies without noise and crushing, while in a monster institution crowds collect because there is much to see, and where every thing is gathered together people do not know where to find what they want.

As a means of instruction and a place for study, I would say that a museum of moderate size is better and more intelligible than one containing very large collections of all sorts of objects. See the small number of persons who visit the Museum in Jermyn-street, and what an amount of practical usefulness it confers.

Might it not be argued that it would be useful to remove that Museum to Kensington, where its collection being exhibited to greater numbers would become more generally known?—No; that Museum is not universally known in the popular sense, but it is generally known to all classes interested in the subjects which it embraces.

The Royal Dublin Society has a constituency of 1,200 persons, including a large proportion of the intelligence and wealth of the country. The Museum of Irish Industry is comparatively unknown, whereas, if it were united with the Royal Dublin Society, this constituency would be brought into connexion with it. As the value of an institution depends on the support it receives, and the interest it creates; suppose these two united, would not this large number of persons be led at once to consider the Stephen's-green, as well as the Royal Dublin Society collection, as belonging to them, and would not that create additional interest in the Stephen's-green collection?—I should be glad of anything that would increase the importance of the Royal Dublin Society; and I quite agree that that Society, considering the position and intelligence of its members, and all it has done for the advancement of the country, is most eminently deserving of its present functions, that it has a right to the position it holds, and is capable of maintaining that position. I was for a long time a professor in the Royal Dublin Society, and had an opportunity of witnessing how zealously the members worked to carry out its objects. And I fully believe that if the amalgamation took place to-morrow the public would not lose by the change, and the country would not look upon it unfavourably. But whether that should take place or not is a question upon which I cannot express an opinion, that is a question of Government policy, The Government founded that other institution with a specific object, and I was induced to take charge of it. It has not attained the popularity which might have been wished, because it had to struggle with disadvantages and hostility. Whether it is politic for the Government now to retrace its steps, and restore to the Royal Dublin Society the functions which had been handed over to the other institution, is a matter altogether for the Government itself to determine; but if these functions are handed over, I believe that the Royal Dublin Society will administer them ably and honestly, and that the position of the Society would tend to give an amount of popularity to any of its acts which the more youthful institution might be long to acquire.

Lectures.
Laboratory.

We will now go to the educational or instructional part of the subject—and first to the chemical department?—One of the objects of establishing this Institution was the carrying out of investigations connected with the Industrial Arts. Shortly before the Institution was founded, I was occupied in an investigation into the cost of power in Ireland and the actual financial condition of the principal branches of Irish industry. I embodied the information thus obtained in a series of reports.

That I suppose was the origin of the “Industrial Resources of Ireland?”—Yes; In deciding upon the establishment of the Museum of Irish Industry, Lord Lincoln said that one principal reason was, that it should be a centre and a school of instruction and research in the Industrial Arts—a School of Industry for the country; and that for

some time the principal duty to be performed would be chemical investigations connected with the Arts. Consequently a laboratory was formed at once, and chemical investigations were commenced, carried on, and published. In all cases these investigations were conducted under me by an officer who was called the Chemist. Matters remained so until 1854, when professorial duties were added; up to that the laboratory was employed altogether in investigations.

That Department is now conducted by the Professor of Chemistry, under the Department of Science and Art?—The practical chemistry is conducted by Mr. Galloway, who is called the Chemist. He delivers two courses of systematic instruction in practical chemistry in the laboratory, one in the day and one in the evening. The evening classes are generally composed of artizans and persons employed in shops.

How far are the analyses voluntary, and how far are they ordered by the Government, or any other public body?—The Government have directed from time to time investigations of a very important character. For instance, a very long investigation was directed by them into the products of distillation from peat; another into the manufacture of peat and its products; another into the manufacture of flax and cotton; these as far as I remember at present, are the only investigations made for the public service. They were made in our laboratory, and the reports on the results were laid before Parliament. By directions of the Lord Lieutenant, upon the application of the Corporation of Dublin, three or four investigations have been made into the qualities of various waters. Several investigations have been made from time to time of the foods and waters used in different workhouses where diseases existed, supposed to have had their origin in these foods. The laboratory has been very much occupied with investigations into the compositions of various fuels, ores, and materials used in the Arts; and careful analyses having been made of these, we have been enabled to attach to the specimens in the Museum accurate descriptions of the constituents of these substances. Similarly, the substances used in dyeing and tanning have been examined, and their strength and properties determined; and to these substances, arranged in the Museum, a description has been attached by which you can read off the precise application and value of the substance in the Arts. These investigations afford abundant occupation to the Chemist.

If such investigations were not made by an officer specially retained for the purpose, would not the Government be able to select from time to time, as occasion might require, the persons most distinguished in the profession to make these analyses, and would not the employment so given give encouragement to the profession generally?—I think it would be cheaper for the Government to have an officer of their own for this purpose, than to employ from time to time a Chemist of proper position.

Would the investigations required by the Government occupy the whole time of one person?—Perhaps not the investigations directly ordered by the Government, but these, together with the investigations necessary for such a Museum as that at Stephen's-green would afford abundant occupation.

Formerly the mint had two Assayers attached to their service; now that system is changed, as it was considered better to entrust the work of assaying to private chemists?—Do they change about from one chemist to another? I was not aware of that.

Yes; the persons selected vary from time to time?—If you want a certain

number of analyses made, of course you can get them made by Chemists of reputation; but that would in the end cost the Government more. The value of analysis depends upon the ability, accuracy, and conscientiousness of the person who makes it; if these be not present the analysis is worthless; and to obtain the services of a person with these qualifications a large sum must be paid for every operation. You can, of course, get the thing done another way, but, in my opinion, you can get it done better and cheaper by your own officer.

Lectures.

Describe generally the course adopted in reference to the lectures and educational arrangements?—Originally the lectures were all delivered here, and the Professors were officers of this Institution; but in 1854 the Government considered that the system of instruction should be under their own entire control, and they arranged to transfer the Professors from the charge of the Council of the Royal Dublin Society to the Board of Trade. The Professors who had been Professors of the Royal Dublin Society, were then abolished as regards that Society, and were made Professors under the Science and Art Department of the Board of Trade. Two Professors remained attached to the Dublin Society for special objects—Dr. Scouler for mineralogy, and Dr. Davy for agricultural chemistry. Mr. Jukes was then appointed Professor of Geology; Dr. Sullivan, of Chemistry; Dr. Barker, of Natural Philosophy; and Dr. Harvey, of Botany and Zoology. Dr. Harvey having gone on a natural history tour, Dr. Allman lectured in his place on the two subjects: and upon Dr. Harvey returning, he found it more convenient to lecture upon Botany alone, and the chair was divided into the chair of Botany, occupied by Dr. Harvey, and the chair of Zoology by Dr. Kinahan.

Why was it determined that the lectures should be delivered partly here and partly in the Museum of Irish Industry?—The Dublin Society were considered entitled to have delivered in this Institution the amount of public lectures that they were accustomed to have, and accordingly a Committee was appointed conjointly by the Government and the Royal Dublin Society, in whom the management of the lectures of a purely public character was vested; the management of the systematic course was confided to me. These were divided into two independent series: one to be delivered in the day calculated for *bonâ fide* students, the other in the evening suitable for the artisan class. There were then three sets of lectures: one corresponding to the old established course of popular lectures, to be delivered here in the afternoon under the Committee of Lectures; one systematic day course, in Stephen's-green, for the really student class; and one systematic evening course in the same place for the artisan class.

Is it not arranged that what is called the popular course delivered here, shall form part of the systematic evening course delivered in Stephen's-green?—Yes; that has been arranged by the Professors as a matter of convenience to themselves. For the purpose of economizing time and to enable the lectures, and consequently the examinations, to embrace the greatest possible quantity of matter, the introductory lectures have, with the concurrence of the Committee of Lectures been put in connexion with the systematic course; and thus the lecturer, in commencing at Stephen's-green, is enabled to take up the subject where it ends in the lectures here, instead of commencing anew and going over the same ground. By this means so much more additional matter is introduced, and the student is so far benefited, while the general public receive their amount of lectures as before.

Then there are three sets of lectures, one of a systematic elementary

kind here, another of a systematic advanced kind at Stephen's-green in the day, and a third of a systematic kind at Stephen's-green, also suitable for the artizan class?—Yes.

What class of persons attend the day course here?—That audience is **Audience.** a full representation of society in Dublin, the families of the members, governesses, clerks in offices, persons attending public schools, and in some cases, students of college.

What classes attend in the evening?—The evening classes represent generally the artizan class and persons employed in shops during the day.

Is there in Dublin an artizan class having a taste for such studies?— **Artizans.**

There is in Dublin a very large intelligent artizan class, and a large amount of industrial employment. There is a sort of assumption that there are no manufacturers here, and therefore no artizan class. That is a mistake. Dublin is not a manufacturing town in the sense that Manchester, or Liverpool, or Sheffield is, but there is a large amount of industrial employment in it in connexion with the foundries, distilleries, breweries, chemical works, the leather trade, and the making of textile fabrics. The Liberties, which a few years ago was a desert, the houses uninhabited and falling to ruin, is now alive with industry and active employment; in fact the revival of the manufacturing industry in Dublin of late years, is of a nature to astonish myself.

The persons attending the evening lectures are of the artizan and shop-keeping class; are the latter in a majority?—I think so; they are a little ahead of the artizan class in intellectual pursuits.

What classes attend the day systematic course at the Museum of **Day Course.** Irish Industry?—The day course is never very largely attended. It is composed of persons who really propose to themselves to learn the science taught, many of whom are either employed in teaching, or propose to earn a livelihood by that employment. One portion of this audience is a number of young ladies intended to be governesses, and **Governesses.** who by attendance on these lectures acquire a taste for and a knowledge of the sciences, which they are afterwards able to impart to their pupils, instead of confining their teaching to the limits of Music and French. This is one of the most desirable results of the whole arrangement, and is attended with benefits the importance of which it is impossible to over estimate.

Are any of the ladies who attend in independent circumstances?—Practically all the ladies who attend the day systematic course are either governesses or persons preparing to be governesses. They receive here an instruction which they could get nowhere else, and similar to that which is given in the Ladies' College in London.

Do they compete for the prizes at the end of the lectures?—Yes, and **Competition.** generally with great success. They compete with the best of the male pupils, and carry off a great number of the prizes.

Is the class of subjects taught suited to the female genius?—The results of the examinations prove it to be so. Their greater sensitiveness and power of appreciating differences secure to them a proficiency in Zoology and Botany; but their success is not confined to those sciences. In Natural Philosophy, Chemistry, and Geology, some of the highest prizes have been taken by ladies. Last year the first premium in Chemistry would have been taken by a lady, but that she fainted in the course of the examination and was unable to continue. Her paper was examined, and it was found that up to the time she had ceased to write, her answering was of a most superior kind, and better than the answering of the person to whom the first prize was afterwards awarded.

Do persons of the upper class attend the free lectures?—The persons attending these represent the general society of Dublin—the general public.

What fees are paid for the other lectures?—They are nominal ; 3s. 6d. for the day course, and 2s. 6d. for that in the evening. The fees are instituted for the purpose of testing the reality of the wish to learn ; to show by a small pecuniary sacrifice that the persons attending are in earnest, and do not go for the mere purpose of passing an idle hour.

Examina-
tions.

How are the examinations conducted?—Each Professor prepares an examination paper, which is handed to each student competing in the room in the Museum in which the examination is held ; he remains in the room while the answers are written, takes up the papers, examines them and makes his report to me. In cases where over seventy-five per cent. of the questions are answered, I forward the questions and answers to London with a recommendation of the persons entitled to the prizes.

All the registered students do not present themselves for examination?—No. All the students attending these lectures enroll themselves as students by the payment of the registration fee, which entitles them to attendance at the lectures, but all do not go in for examination—only those who have a direct object in getting a certificate, which is now extensively recognised as one of the highest testimonials in favour of persons seeking employment.

There are two classes of examination—the special and the general?—Yes ; the first is an examination in any one subject ; the second is an examination in the whole five, Geology, Botany, Zoology, Natural Philosophy, and General Chemistry. We have arranged that any person who attends all the courses and goes in for examination upon all within two years will, if he pass that general examination, obtain a general certificate, and the person who obtains the first place gets the silver medal. In the “special” case it is an examination in *one* subject ; in the “general” it is an examination in *all*, in which only those can compete who have attended all the courses.

The numbers of registered students, and the numbers competing for prizes are thus stated in your annual report of last year :—

For Professor Juke's systematic course on geology in the theatre of this institution, 46 students were registered.

At the termination of the course 11 students presented themselves for examination, of whom 10 obtained certificates of proficiency.

For Professor Sullivan's course of systematic lectures in the theatre of this institution, 35 registered pupils were entered. At the examination closing the course seven students competed, of whom four received certificates.

For Professor Barker's course on natural philosophy in the theatre of the Royal Dublin Society, and the second portion of that course, in the theatre of this institution, 28 registered students were entered, of whom 11 competed at the final examination, and seven received certificates.

For Professor Harvey's systematic course of 20 lectures in the theatre of the Royal Dublin Society and Botanic Gardens, Glasnevin, nine registered students entered, of whom seven competed for prizes at the final examination and received certificates of proficiency.

For Professor Kinahan's public course of 12 lectures on zoology in the theatre of the Royal Dublin Society, and his systematic course of 15 lectures in the theatre of this institution in continuation and completion of the former, 16 registered students were entered, of whom 10 competed at the closing examination and received certificates.

May that be considered about the average number?—I think it may.

Are the examinations upon the science generally, or only upon the points referred to by the Professor?—Upon the science generally.

Professor Kinahan examined both in his twelve lectures here and his lectures in the Museum of Irish Industry : why are the latter only

called systematic?—We always call the courses at Stephen's-green the systematic courses. His course in that case was a continuous course, taking up the subject at Stephen's-green, where it dropped at the Royal Dublin Society.

Dr. Kinahan also, I find, conducted a class of practical zoology—what is the nature of that?—He has a room in the Museum, where he assembles a special class for the dissection of the smaller animals, and examining with the microscope the muscular tissues, fatty and bony substances, &c., and thus teaching physiological and structural zoology.

The pupils examined, then, do not include the general audience of the Royal Dublin Society, nor the artizans and persons employed in shops?—The examination is confined to the registered pupils from among the general audience of the Royal Dublin Society; the persons attending the systematic day courses and those attending the systematic night courses. In the latter the artizans and persons employed in shops are included. There are two distinct series of systematic lectures, one in the day and one in the evening.

Is there an examination after the evening course as well as the day course?—Yes; one subject is treated either altogether in the day or altogether in the evening.

Are not all the evening lectures free?—No; some are free, others are paid for.

Besides the ladies of whom you spoke, what class of persons attend the day lectures?—I think they are chiefly young men who are preparing themselves for some industrial employment; persons from offices, and persons who are getting their education elsewhere. Audience.

They do not belong to the lower class?—No; the free day lectures are attended by a great number of young lads from schools, and I think it is one of the great advantages of the day lectures here that they impart to the schoolboy a taste for science, and direct his mind towards the acquirement of scientific knowledge.

Are the day lectures at the Museum of Irish Industry attended by that class?—No; the fee of 3s. 6d. keeps them out. They attend here because the lectures are free; they come out of curiosity, and because there is no impediment in the way; and many a boy's course in after-life has been bent to industry or science in consequence of his having accidentally come in upon a lecture here.

If this scientific knowledge was appreciated by the parents, would they not pay for the admission of their children to the other lectures?—It is one thing for a boy to attend of his own accord, and another to bind him to attend after he has spent his day at school. I think if he were made to attend, he would not be disposed to do so. That is a course I would not recommend.

The higher classes do not attend the paid lectures in the day?—No; these are attended by the middle classes, who are preparing for industrial occupations.

Do students of College, or persons going in for competitive examinations attend them?—We have instances of their being attended by persons preparing for the Indian and Woolwich examinations; but I always considered that these were of a class above that for which this instruction was intended, and that such young men might be expected to obtain their education at College.

Do you consider that the proportion who go up for examination is a fair one as compared with those who attend?—It is as large a proportion as you would find anywhere in cases where the examination is voluntary. Examina-

In your last report it is stated, that "at the close of the session in June the general examination in natural philosophy, geology, botany, zoology, and general chemistry was held, three students competed, and the answering of all was satisfactory. The first place was gained by Mr. John Elliott, to whom the silver medal of the Department was awarded." Is three as many as might be expected to compete under these circumstances?—That was an unprecedentedly low number, the number is frequently seven and eight. But that examination is extremely difficult; it embraces the whole five sciences. The questions are of a very high standard, and I would say that very few indeed of the University students would pass that examination. One of our students who took the silver medal at a general examination (Mr. Dowling), and who was a very humble clerk in an establishment in Dublin, is now a first grade certificated teacher in Cork, under the Committee of Council. Another who obtained a general certificate, is now employed in the large establishment of the Messrs. Richardson, at Lisburn; and others who have passed the test of this examination, have been equally successful.

Nature of
teaching.

Give a general idea of how far the scientific instruction is of a general kind, and how far technical. Take chemistry. Do you consider it necessary to qualify a person for the application of chemistry to the arts, that he should learn a course of scientific or abstract chemistry?—Most unquestionably. You must have a science soundly taught in its scientific principles, before you attempt to apply it at all. It is a great mistake, indeed, to suppose that the application of a science to industry is something of a lower standard than the knowledge of the abstract science itself. The contrary is rather the fact, because the problems to be solved in industrial science, are more complex than those in the abstract science. Hence, unless the first principles of the science are taught with extreme care, you would break down when you came to make the application.

But may not too much time be devoted to the general science, and too little to its industrial application?—A great deal must depend on, and be left to, the individual Professor. You could not lay down any absolute rule, that a Professor should spend so much time upon the scientific part, and so much upon the application.

But the greater part of the time is given to general scientific instruction?—I would say that the greater part is employed in industrial application. Take Chemistry. The industrial goes *pari passu* with the scientific—the two things are to a great extent interwoven; but you must know the science in its abstract form before you proceed to apply it to industry.

Then before you proceed to teach the practical application of Chemistry, you must take the pupil through a regular course of Chemistry from the commencement?—Yes, and the higher the knowledge of the abstract science is, the more it is capable of being advantageously applied to industry.

You do not require any preliminary standard of knowledge before admitting persons to your systematic course of instruction?—No. It would be most desirable that we could insist upon a preliminary standard, but we cannot do so, as we have not the power to confer a diploma.

In a recent report upon the Jermyn-street School, it has been recommended that all students before admission shall pass a certain preliminary examination. Would you recommend that the same principle should be applied to your School of Science?—I would. I think it is the correct principle; but I would confine the examination to subjects bearing on industrial interest and industrial application. I would

Preliminary
knowledge.

recommend that such an educational preliminary training should be insisted upon as one element in the reconstruction of the school, so as to make it a really industrial school; and I would give the student a diploma upon his passing successfully through his course afterwards. Although we have not at present any entrance examination, I have made certain recommendations to students about the preliminary studies, absolutely necessary to enable them to derive any material advantage from the systematic courses in the various sciences. These recommendations you will find in the Programme of Educational Arrangements for the Museum of Irish Industry.

The object of the Institution is not to give *general*, but practical instruction in particular sciences?—I would say that the object of the Institution was to teach all these sciences as applied to industry. If the general science is not taught either here or elsewhere, the application of the science cannot be taught.

The primary object is to teach the application of Science to the Arts?—Yes; but as the case stands at present, in order to teach the application we must teach the science. If the persons who offered themselves as students were already acquainted with the principles of the sciences, so that they could at once pass to the application, we would bring them at once to the application, and a great deal of time would be saved. The science must be learned somewhere; if in our Institution, the course would occupy a longer time than if taught elsewhere, and if taught elsewhere, our teaching would be confined to the application of the Science to the Arts.

Is the class of persons in Dublin ready to avail themselves of this instruction as numerous, in proportion to the population, as in the towns in England—say Liverpool, for example?—I should say it is. We have a more general wish to acquire education, and there is a much greater taste in Dublin now for industrial pursuits than there was.

Take any other town in Ireland—Cork or Belfast—how are they in comparison with towns in England?—Belfast is as active in this respect as any place in England of the same population, and Cork has shown itself by no means indifferent to its educational wants, or the means of supplying them.

Generally, are there many towns in Ireland in which there is as much intellectual activity as compared with towns in England?—I should say the intellectual activity in the towns in Ireland, as compared with those in England, is much greater.

You state that a considerable number of the persons attending the lectures at the Royal Dublin Society are of the respectable classes, is a similar public provision made for the instruction in science of these classes in other parts of the United Kingdom?—I am not aware of the educational arrangements in England; but I think if such provision were made it would have a very beneficial effect.

Supposing that no such public provision is made for the scientific education of the middle and upper classes in other parts of the United Kingdom, what special reason exists for it here?—It has almost become one of the principal institutions of the country; it has operated beneficially upon the tastes and tone of society; it has directed to the pursuit of science persons to whom, but for this provision, science would have been always sealed; and its whole results would make it extremely undesirable that it should be discontinued. This system exists in all continental countries. In Paris, the lectures, in the Collège de France, the Sorbonne, and other places, are all free to the public.

Do not the students pay fees at these lectures?—Yes; but so far as attendance upon the lectures, they are to all intents open to the public.

The lectures are read for the benefit of the registered students, and the public are admitted to hear them. Here the lectures are provided at the expense of the State for the public. By that means you provide for the scientific education of persons who should pay for it if they value it?—Practically it is not so. You provide for the education of the industrial classes, but you admit to a portion of the course the general public free. The public have thus the benefit of this course, while if they were shut out, the student class would be no better by the change.

Middle Class. Is not the day course attended by the middle class, and are not they persons who should provide instruction in science for themselves?—It may be said that persons of the middle class should pay for being taught industrial science, and that the State should make no provision for it. I think that is not entirely sound. Looking to the benefit the State is to derive from the industrial occupation of the people here, I think it is politic and prudent on the part of the State to diffuse and develop a taste for industrial pursuits. Any thing that tends to direct the popular mind here to subjects of practical value, confers a benefit on the State. It is considered that our people have too great a tendency to abstract reasonings and speculations which keeps them from industrial pursuits, and has contributed to a very unsatisfactory social state. In England the tendency is rather too much to the practical, in Ireland it is too little so; and I think the best laid out money that could be is that which would afford the means of creating, in this country, a greater tendency to industrial pursuits. You have here a surprising amount of intelligence and capacity for learning, and it is every day increasing. The result of the competitive examinations shows the amount of intellectual force that there is in the country, and it would be the best thing that could happen if a greater number of Irish, qualified by industrial knowledge, would go to England, and become mixed up in her industrial occupations.

**Private
Education.**

Is it not a fact that this system of instruction by the State interferes with private enterprise, and prevents persons from entering the field as teachers who would be otherwise available for scientific instruction?—I do not think it interferes with any thing or any body. Not with the University—it has its own studies with which this institution could not occupy itself, and there are reasons why the University should not occupy itself with any thing but the learned professions. And as to the establishment of private schools to afford such instruction, I do not think it is within the bounds of reason to hope that industrial scientific institutions will grow up by private enterprise, because the tendencies that would form them is undeveloped. And if you look to England you will find that such institutions have not formed themselves, or that if formed, have not been maintained. There was a school of civil engineering, for instance, established at Putney, and an agricultural college at Cirencester, but they were maintained only for a few years.

Captain DONNELLY.—That latter school is still in existence?—I thought it was altogether given up, but I know it has been in a very languishing condition. The progress made in England by such attempts does not justify a hope that any success whatever would be attendant on such an effort here. I do not think that there is a basis either in the wealth of the country, or in the existence of a well established sense of the want of such instruction, for the establishment of such institutions by private enterprise.

So long as such a system exists, is it possible that even such a man as Professor Faraday could attempt to give lectures, depending upon public support?—Why not?

Suppose an able man wanted to lecture, could he hope to compete with one supported by the state, to whose lectures admission was free?—So far as the lectures are concerned, of course the public would not pay for lectures upon any subject when they could get these lectures without payment. The free lectures here are those which give a spur and stimulus to the study of science. No one will suppose that a man will learn a science in the twelve lectures which are thus accessible; but by these lectures the minds of many are directed to the subject and are led to a careful study of it. The free lectures give the necessary stimulus, and it is really impossible to measure the extent to which they have bent the public mind towards the acquisition of scientific knowledge. Some years ago I was in London, and met Dr. Playfair as he was going to inspect a navigation school at Greenwich Hospital; he asked me to accompany him, which I most willingly did. The examination of the boys having concluded, the head master came up to me and said, “Dr. Kane, you do not know me, but I know you well, and for good reason. If it was not for you I would not be in the position which I now occupy. I was a schoolboy in Dublin some years ago, and was one day brought by one of my school-fellows to listen to a lecture of yours at the Dublin Society. I took such an interest in the subject that I never after lost a lecture. I applied myself to my studies and afterwards came over to England. I got a situation as assistant in a school; from that worked up to be head master here; and I owe that to the accidental circumstance of my having gone to hear a lecture of yours.” That, gentlemen, was Mr. Hughes, who has written so many clever educational works.

Do you think it possible that private individuals will be got to set up schools for scientific instruction, so long as the state provides this scientific instruction?—I do not think that in Dublin there would be the possibility of replacing this instruction by private instruction. I know pretty well the scientific position of Dublin; and in my opinion you would not have the slightest possible chance of replacing such instruction as is given in the Museum of Irish Industry by private interprize for fifty years to come. The abolition of this instruction would be the abolition of industrial scientific instruction in Ireland for fifty years to come.

The science examinations of the Committee of Council prove that the public with only slight stimulus provide instruction in science for themselves. In the face of the present system is it likely that they will be induced to provide instruction for themselves?—There are two kinds of instruction—the preliminary and the higher kind. Co-existent with the present system the public may possibly procure preliminary scientific instruction for themselves; but I do not see how it would be in their power at all to procure the higher instruction, except by the present system. That can only be imparted by men of acknowledged position and high ability, who would not descend to the situation of teachers in science schools. There is the same relation between a science school and the Museum of Irish Industry as between one of the National Schools and one of the Queen’s Colleges. The Museum of Irish Industry is a school of the higher order—the science schools are in the position of primary schools.

Under the science minute public aid is given to scientific instruction by payment on results. Under the present system here public aid is given without reference to results—which is the most certain and effectual system?—What is your definition of “results?”

Under the Science Minute the teacher receives a certain sum for every student instructed by him who passes an examination?—That

is a rule which I acknowledge has its advantages in reference to primary schools, and is calculated to secure the obtaining of value from the teacher in such schools; but if you apply that to superior instruction, and as a measure of the amount of good accomplished by that, you apply a rule which is utterly incommensurate, because it is unable to grasp at the result. The fact of an individual passing, or not passing, an examination, is a very small element in the consideration of results produced by the higher order of teaching. If you were to pay Dr. Hoffman so much a head for every student he passed, and that he pass sixty students one year, and thirty another, would these results be respectively the measure of his worth? Where would be his labours in the Laboratory? where the value of his abstract researches? Why, his discovery of the aniline compounds alone has been worth millions to the country; and all that escapes the dogmatic measure by results. All the great triumphs of science have been independent of such a measure. Who would pay Watt for his results, or Arkwright for his? No money could pay them, for their results are immeasurable. And thus, though this may be a good measure of utility in primary or science schools, it is utterly inadequate to express the real ground upon which the services of professors, such as we have in this institution, are to be measured.

Setting aside Professors such as these, you admit that the payment on results has some advantages?—I admit that such a principle is advantageous in primary schools, but I do not consider it at all applicable to scientific instruction of a higher order.

The plan of paying by results is more certain: by it the public money is sure to be well spent; and it, perhaps, also conduces to raise up a class of teachers?—It certainly tends to raise up a class of teachers.

Is it not free from the objection of producing a Government monopoly, inasmuch as payments are made according to results whoever the persons may be, and however they may have got their education?—I think it is a valid and definite measure of the work done by an ordinary teacher.

Is it not a peculiar feature of this system, that though it involves Government interference it does not check private enterprise?—I think it is not peculiar in that respect.

LORD JUSTICE BLACKBURNE.—Do you think your system of instruction is a bar to education being carried on by private individuals? Does it prevent private individuals establishing educational institutions?—Practically, not in the slightest degree. I do not think that the education carried out by us prevents in the slightest degree the organization of any educational institution by private enterprise.

Do you think it thwarts or encourages education by others?—It certainly encourages such education.

Is it not a fact, that by your system of lectures people are led to acquire a knowledge of the value of that kind of information, and acquire a taste for its possession?—Such is the fact.

SIR C. TREVELYAN.—Is the establishment of a system of payment by results compatible with the existence of a system supported entirely by the Government?—Perfectly compatible. I do not think that the institution of Science Schools would interfere with the functions of the Museum of Irish Industry, or *vice versa*. I think that the establishment of such schools would facilitate the action of our Professors by supplying them with a class of students that would be better prepared to receive their instructions. Our Professors would then be much more able to proceed with the systematic teaching, if in place of a comparatively uninformed body of pupils they commenced to deal with

those who had obtained the necessary rudimentary knowledge in a Science School. The two institutions would thus assist each other—the Science Schools supplying the material to be worked upon by the superior education in our institution. I should be glad to see that we could base our instruction on an entrance course which the students might obtain in these Science Schools.

Generally, so long as instruction is given gratuitously, it would interfere with private schools established under the Minute?—Supposing a Science School established in Dublin, you might deem it necessary to replace the nominal fees by *bonâ fide* fees, and that would take this higher system out of the way of interfering with the Science Schools.

You would then require a standard at entrance?—Yes; and the material for that could be learned in the primary Science Schools. I would be very glad that the whole educational system was rendered more positive, connected, and regular; that it should be followed step by step; that the examination should be compulsory; and that at the end of the course the student should receive a diploma in any of the great divisions of industrial science. This is what takes place in Paris, Belgium, and almost all the capitals of Germany; and in this country the want of such a system is illustrated by the fact that these foreigners, when they get their diploma, have no difficulty in obtaining employment in the manufacturing districts in the North of England. I think it very desirable that the natives of Ireland should be placed by their Government in the same position as the inhabitants of Germany are by theirs. I consider it would be sound public policy to do so; for the fostering of such a system of education would tend to wean this country from other unconciliatory subjects, and direct the minds of the people to the acquisition of knowledge of a permanently useful and industrial character. I think the mere money questions of whether you spend £100 more or less, or whether you can get it done a little cheaper in one way than in another, are quite subordinate to the important questions of public policy that are involved in dealing with this country.

Do you not think that the system of payment by results is the most conducive to the natural self-supporting growth of scientific knowledge, and the increase in the number of independent scientific teachers?—I would draw a distinction between the teacher of a primary school and the Professor teaching the higher science. In the teacher of a primary school, this system is, no doubt, calculated to secure a certain value for the money expended, and to raise up teachers of that class; but the Professor is a man of high attainments, character, and position, and it would be unworthy of him to be made dependent upon the number and success of his pupils; at the same time, I think that a moderate fixed salary, supplemented by fees for results, would combine the good of both systems. Thus the Professor would, on the one hand, be independent of his pupils, and on the other, have a direct interest in their success.

LORD JUSTICE.—Do you think the Professors of the Science and Art Department would consider it unworthy to accept the position of Science School teachers according to the present system?—I do; so far as I am able to judge.

Captain DONNELLY.—Yet we have men of eminence who do not consider the position of a Science School teacher unworthy of their acceptance. There are Dr. Robert Beveridge and Professor Brazier, of Aberdeen; Dr. Collingwood, of Liverpool; and Dr. Penny, of the

Andersonian University, Glasgow; all teachers of Science Schools, under the Science Minute?—I can easily understand how Professor Penny might be induced to accept this position in a gigantic institution, such as that of Glasgow. I do not know anything of the others; but I do not see that there is in this any argument at all for abolishing the higher system, because a few gentlemen of eminence choose to descend to the lower grade; besides this may not be a permanent descent. Professor Faraday, the other day, delivered a course of lectures to children upon a candle; but this descent did not at all involve his becoming a permanent teacher of children, or his giving up the high investigations in science that are so eminently useful to the country.

Is there any other observation you think it necessary to make?—There is one point in connexion with the introduction of the Science Schools which I think it would be wrong to omit, and that is, that you should consider how far this system would interfere with the National system of education in this country. This, as I understand it, is a denominational system, and therefore antagonistic to the National system.

In what sense is it denominational?—All its arrangements are denominational.

Not at all.

Captain DONNELLY.—The Department knows nothing upon the subject of religion at all; aid is given to schools of all religions, or no religion. There are several of the Birbeck schools under the Science Minute?—I am glad to have myself corrected upon the point. The difficulty I felt is so far removed.

8TH OCTOBER, 1862.

E. SENIOR, esq., examined.

Constitution
of Council.

I am a Life Member of the Royal Dublin Society, and a Member of the Council of that Society. I am a Member of the Committee appointed by the Council to consider the relations of the Society with the Government. I am aware that funds are granted annually by Parliament for the purposes of the Society. I am also aware that further sums are required for the purpose of placing the several departments of the Society in a satisfactory state. In order to justify the Government in entrusting the Society with these large sums, it is in my opinion necessary that there should be an organ of the Society upon the consistency and permanency of whose decisions reliance can be placed. The Committee appointed by the Council to propose a plan for meeting this exigency have expressed their views as follows:—the report has not yet been submitted to the Society, but it may be considered conclusive so far as it represents the views of the Council.

“Having thus gone into a short sketch of the origin and gradual growth of the Society, we have now to call the Council's attention to the important intimation, that the Treasury are of opinion that, from certain facts which have come before them, the executive body of this Society (the Council) does not possess adequate control over the general management of the affairs of the Society, and in particular over its officers; and that, to insure full security for the proper appropriation of the Parliamentary Grant, the powers of the Council in these respects should be enlarged. On this point your Committee have to observe, that it is clearly essential to the well-being of the Society that the relations between the Government and the Society should be harmonious; and, looking to all the facts of the case, and the analogy between this Society and other large public bodies, your Committee are not prepared to dispute the ground taken up by the Treasury; and they would recom-

mend that the Council take it into consideration to suggest to the Society such a modification of the Charter and By-laws as will delegate to the Council the general management of the Society, and give them exclusive control over its paid officers and servants, including the power of appointing and dismissing them, as well as that of regulating their duties. Such a change might render desirable some alteration, so as to cause the action of the Society at large in relation to the Council to be more immediate and direct, and render the Council to a still larger extent than at present the exponent of the opinion of the body at large.

"With this view the Committee would recommend the following modifications in the constitution of the Council and Committees. The Society to elect fourteen members of Council (instead of nine, as at present), of whom five should retire each year, and be ineligible for re-election that year. That the number of standing Committees should be reduced from eight to seven, by amalgamating the Natural Philosophy and Chemistry Committees. That each Committee should elect a Chairman and Vice-Chairman; and that such Chairman, or in his absence the Vice-Chairman, should have a seat on Council, which would thus consist of fourteen members elected directly by the Society; seven returned by the Committees; seven Vice-Presidents; and two Honorary Secretaries—in all thirty members.

"The restriction which prevents the same persons being elected on the Council and Committees should be removed, so that the election for both might be held at the December meeting, and the new Council would come into office on the 1st of January. Many practical inconveniences which are at present felt would thus be removed, and the code of by-laws much simplified. And as the members of Council directly returned by the Society at large would outnumber those sent up by the Committees, in the proportion of two to one, the opinions of the members generally could not fail to be fairly represented, and to carry their adequate weight in the Council."

At present the Council consists of thirty-five members. The Committees are elected by the Society at large, and each Committee elects one representative to the Council besides the Chairman of the Committee. At present any decision of the Council may be set aside by a vote of the general Society. That right of rejection is occasionally exercised by the Society—in a late instance it was so, when an officer of the Society was required to resign by the Council; he appealed to the Society at large; and they did not support the views of the Council.

I believe that the absence of exclusive control in the Council over its officers and servants, and of the power of appointing and dismissing them, tends very much to impair the authority of the Council. It is proposed by the Committee to substitute for this a more full and direct action on the part of the Society in the election of the Council, and to give to the Council the exclusive control and management of the affairs of the Society. All large bodies must have an executive with adequate and sufficient powers—a central and executive authority, able to act immediately, and without the delay of consulting the members at large of which the body is composed. Supposing that this alteration is made, the Society at large would still retain considerable powers, and in fact would do through a delegation that which they do at present in the mass. I believe that the Council of the Royal Agricultural Society is constituted with all these full powers. I think it is absolutely necessary for the effectual working of this Society that its Council should be so constituted—the Society has outgrown its original plan—much more has been put upon it than was originally contemplated—and it is now essential to its effectual operation that a more powerful central agency than was originally designed should be called into existence. I am aware of the nature of the collections in the Museum of the Royal Dublin Society and the Museum of Irish Industry. No doubt, whatever, exists in my mind of the desirability of amalgamating the two collections, both on the ground of public utility and economy. Thus concentrated they would be more useful, and their contents more available; while the cost of management would be considerably less. One public museum is quite sufficient to meet the wants of the

Reasons for change.

Consolidation.

city of Dublin, the radius of the city being so small. The two united would be much more complete in its various departments, and much more effective as a medium of instruction than in their separate and less perfect condition. The place of concentration, I consider, should be the Dublin Society. It is a larger body; it is an older body; it is more numerous and influential; its members and its influence extend throughout the whole of Ireland. I regret that its utility has been cramped for want of funds. Our Museum is at present useless to the public; its contents are hidden from view, while the rooms now available for the Library cannot be converted to their purpose for want of the necessary fittings. I consider that very much less than the sum given to both this Society and the Museum of Irish Industry would suffice for effectually maintaining one very efficient institution of this nature in Dublin, and that one institution would satisfy all the wants of such a nature that exist in the city.

GILBERT SANDERS, esq., examined.

Change in
Council.

I am a Member of the Council of the Royal Dublin Society. I am aware that there is a sum voted by Parliament to this Society for its purposes, and that further sums are required to place the various departments of the Society upon a more effective and satisfactory footing. In order to justify the Government in entrusting the Society with the disbursement of these large sums, it is in my opinion necessary that there should be in the Society an organ or delegated body, upon the consistency and permanency of whose decisions the Government can rely. The decisions of the Council as at present constituted may be set aside at and by a general meeting of the Society—at least, the Society feel that no act of the Council is valid without the confirmation of a general meeting of the Society. The power of abrogation exists, and may at any time be exercised. In order to place the Council in a position to communicate with the Government, it is in my opinion necessary that the decision of the Council should not be capable of being reversed. I believe that the Society cannot be well governed, or its affairs well administered, unless the Council has fuller powers than it has at present. The cases are not numerous in which the Society has exercised this right of over-ruling the decision of the Council. I would propose that the Society at large should give up the power of over-ruling the decision of the Council, and that the Society instead of that should be more fully represented at the Council; the Society thus acting by means of a delegation instead of another mode of control. I think that for the efficiency of the Society for the duties it has to discharge, the Council fully and freely elected by the whole body should have the power to carry out its own decisions without any after interference of the Society at large. This is a constitution which is necessary to the effectual working of the Society, and is one which exists in almost all great public bodies. It is the constitution of all railway and joint-stock companies; in these the executive body is always vested with full and final power, and the control of the individual members is the control of election. I think that the Council of this Society should have the same powers as the Board of Directors possess in all joint-stock companies. I feel that it is for the best interests of the Society that the Council should be vested with full powers; and these views I would support as a Member of the Society, and not because I happen

to be a Member of the Council. Such a change as this having been effected, the position of a Member of the Council would unquestionably be one of considerable weight and authority. Such a constitution of the Council would unquestionably lead to greater care being taken in the selection of that body. It would give greater force also to the decisions of the Society itself. The knowledge that the Council would have more power would make the Society be more careful in the selection of its members. They would see that the most active, intelligent, and trustworthy of its members were selected for this important office. Upon referring to the report of the Committee appointed to review the correspondence between the Government and the Dublin Society, I see it is proposed that five of the Council should retire each year, and be ineligible for re-election that year. I do not agree with the proposition that these should be ineligible for re-election. I know that that has not worked well in other societies, because by that system you take away probably some of the best men; and once a man is removed from such a position, he is often unwilling to come back when he becomes eligible, because in the meantime his ideas have been carried into another channel. It has been found in the Royal Irish Academy, the Geological Society, and other societies, that they could not carry on their business if this principle of ineligibility was carried out; in fact, the most efficient would be deprived of the power of giving to the Society the benefit of their knowledge and experience. I propose, therefore, as the result of my experience, that a certain proportion of the Members of Council should retire each year, but that they might be put forward again as candidates, together with any others that might be proposed. In all other respects I approve of the propositions made by the Committee appointed to review the correspondence between the Society and the Government. The election of the Council should be as free and open as possible; and once elected, their acts should not be subject to reversal. I believe that by that arrangement the Society would gain in efficiency especially by the satisfactory position in which it would be placed in relation to the Government, because it is necessary that the Government should be satisfied that in dealing with the Council it is dealing with a body having full powers in itself for action and decision; and this is more especially necessary if the sphere of the Society is enlarged. I should say that this constitution of the Council is absolutely necessary for the well-being of the Society. I am certain that if the Council possessed that power, the very unpleasant circumstances that have occurred in the Society would never have taken place. I would never deprive the Society of its proper influence over the Council, but I think that perfect freedom of election to the Council would secure that proper influence.

I am aware of the nature of the collections in the Museum of Irish Industry and in the Royal Dublin Society. The general nature and object of both collections are similar to some extent, but not absolutely. I have regarded the Museum of the Royal Dublin Society as a Natural History Museum, and the Museum at Stephen's-green as more illustrative of the Arts and Manufactures, and I often thought that the Royal Dublin Society did not keep that in view so much as it should, seeing that the Society is established for the promotion of Arts and Manufactures. I think that that part of the collection at Stephen's-green would be most useful to this Museum. The rest of the collection at Stephen's-green is mineralogical and geological—the latter I think is the most complete and valuable. I am of opinion that it would be most desirable to amalgamate both institutions. This is an opinion

Collection in
Museums.

Amalgama-
tion.

which I have always entertained, and so far as my intercourse with the members has been, I never knew a dissentient from this opinion. I am of opinion that one public Museum is sufficient to meet the wants of the city of Dublin, and that one would be more likely to be maintained in a perfect state than two. I am of opinion that the concentration should take place in the Royal Dublin Society and not in Stephen's-green, because this institution offers greater advantages—greater scope—the public have always looked upon it as a Society teaching Mineralogy—the public mind is bent towards it—it is felt to be more open—and its members are of great influence, and ramify throughout the whole country, and in consequence of this extensive constituency a collection under the care and management of such a Society is more likely to attract general attention. When I came to this country, thirty years ago, I felt, upon examination, that this was one of the best institutions I had anywhere met. I experienced the utmost freedom of access to the various objects contained within it, and every facility was afforded to me for examination, analysis, and comparison, and from the Professors, particularly from the late Professor of Chemistry, Mr. Davy, I received much valuable advice and assistance. The blending of the two collections, placing both in charge of the Royal Dublin Society, would be unquestionably to the public advantage; because from the constitution of the Society the members are capable of extending very much the utility of such a collection. I am aware that mining has extended very much throughout the country of late years, and consequently the knowledge of mineralogy is now more important than ever. I should be glad to see the various minor scientific societies affiliated with, without being absorbed in, the Royal Dublin Society; and I hope yet to see these various societies meeting here in the same way as similar societies meet in Burlington House.

Cattle show. I am aware of the arrangements that have been proposed to provide for the Agricultural Shows in future, namely, that the Royal Dublin Society should provide permanent accommodation for these shows, and all permanent aid, such as curators and other assistants, but that they should not be at any part of the expense of the prizes. I quite agree in the propriety of that course so far as the provision of the permanent accommodation is concerned, but I think the prizes should be provided by the Royal Dublin Society. Hitherto a very large source of expenditure has been the erection of sheds—that used to cost the Society between £400 and £500. That expenditure will be unnecessary in the future, in consequence of the erection of the Agricultural Hall, and this permanent building will also be the means of securing a better attendance during the shows in the event of unfavourable weather. I think that, with the advantage of the permanent buildings, the receipts at the doors would cover the annual expenditure. I do not think that the Royal Agricultural Improvement Society of Ireland would be likely to advance the money necessary for the prizes, unless they had the entire control over and management of the show. The permanent accommodation would secure a larger amount of contributions to the exhibition, and a larger amount of visitors by the security afforded against the effects of bad weather. We shall thus gain upon the sums received for admission, and also by the diminution of expenditure; and, therefore, I think it is desirable that the prizes should be supplied by the Committee of the Royal Dublin Society. Supposing the prizes given as at present, I think that taking into account the improved accommodation, and the probable increase in the number of visitors resulting from that, the expense of affording this improved accommodation will

be defrayed out of the receipts at the shows. The sums required for the shows are made up of the small sum allocated to the Agricultural Committee, supplemented by the exhibition and entrance fees, out of the total of which the prizes are provided. I look upon the non-return of the outlay upon some of the shows which we have had as a matter of very minor importance; the real result, however the financial question may be, being the competition stimulated, and the vast good effected through the country by the diffusion of such an amount of first-class animals and improved machinery which would be otherwise unavailable.

Mr. ANDREW CORRIGAN, examined.

I am the Curator of the Agricultural Museum of the Royal Dublin Agricultural Society. Agricultural Museum.

The object of this Museum is to direct the attention of those interested in husbandry to the development of the agricultural resources of the country, by the exhibition of models of improved implements and machines calculated to abridge labour and increase produce, and by its collection of cereals and vegetable products to show those substances that are best suited to the peculiar circumstances of Ireland. Object.

Its contents have been consulted largely by persons engaged in agricultural pursuits; it has exercised by its teaching a very beneficial influence over husbandry generally, and has been the means of spreading through the country a number of improved implements which would have been otherwise unknown. About twenty years ago the Museum contained but comparatively few inventions, most of them rude appliances; the contents have since continued to increase steadily, and now exhibit the most perfect collection of models of improved machines and implements, cereals, seeds, and vegetable products, well calculated to render familiar a highly improved state of rural economy. Contents.

Of its value in an agricultural country like Ireland no doubt can be entertained; and as a proof of its being appreciated, I may state that during six months of last year it was visited by over 14,000 persons. Drawings and illustrations are being every day taken from the objects exhibited. Value.

The recent discoveries of science and improved mechanical appliances have led to the most important results in agriculture, which is now no longer a mere mechanical art, but a science; and this Museum is made the medium of communicating to the public the knowledge of many of the most important results of scientific research and useful mechanical contrivances connected with the advancement of agriculture.

The collection of models, machines, and implements has been altogether formed by donations—there is not in the Museum a single instance of a purchase. Amongst these donations I would refer to valuable models of steadings suited to farms of various sizes; collections of rocks and soils showing the gradual formation of soils from the disintegration of rocks; and models of threshing and reaping machines, of considerable value, contributed by eminent firms. Donations.

The Professor of Agricultural Chemistry has from time to time analysed different soils, manures, &c., for the Museum, and is at present engaged in making for it a collection to illustrate the proximate constituents of some of our most important articles of food, which will be highly instructive.

To put the Museum in a perfectly satisfactory condition, I would Suggestions.

recommend that additional light be given to the basement story, improved flooring in the galleries, and a communication formed between them and the Agricultural Hall, in order to afford the public an easier and more agreeable access to the upper room of the Museum, especially during the Society's Exhibitions, when the present doors in the basement are necessarily closed. Additional illustrations and tables of analyses should also be solicited from the Department of Science and Art, would greatly improve the general interest and educational character of the Museum. So much confidence have the gentry in the value of this department, that many, before purchasing new implements, consult us as to their value.

Implements.

The implement department at the shows is highly creditable, and found to be exceedingly useful to the country. Manufacturers exhibit largely, their implements are purchased very extensively, and are thus widely diffused throughout the country. In the exhibition of 1860, £16,800 worth of machinery was shown in motion upon the lawn. The necessity for improved machinery and implements is becoming every day more generally felt, in consequence of the growing scarcity of labour, the nature of the soil, the facilities for transport, and the uncertainty of the weather. The sorts of machinery now most useful and necessary are portable steam-engines and threshing machines, which facilitate the preparation of grain for market—an object of great importance considering the facility with which a knowledge of the fluctuations of that produce reaches every portion of the kingdom. Reaping, mowing, and hay-making machinery are also of great importance, enabling the farmer to cut his cereals with economy, and save his hay with despatch—a matter of considerable moment in a climate where the moisture is so abundant and the herbage so rank. Generally speaking, the farmer must now resort to machinery to save his produce; it is become an occupation in various parts of the country to keep threshing and other machines for hire; and the manufacturers are beginning to provide a class of machinery suited to the wants of the small farmer. We have also on exhibition a series of implements of full size by which a more adequate idea of the nature of the implement is conveyed to the visitor, and by which the farmer is enabled to estimate the value before purchase. It is thus a means of communication between the farmer and the manufacturer.

Hall.

The Agricultural Hall has been specially useful for the accommodation and shelter it affords for the cattle shows, and the superiority of the stock has materially increased since its erection. Three exhibitions of considerable importance have been held in it during the current year.

9TH OCTOBER, 1862.

LORD TALBOT DE MALAHIDE examined.

Agriculture.

I am one of the Vice-Presidents of the Royal Dublin Society, and have taken an active interest in its affairs, particularly in those connected with agriculture. I think the Agricultural Museum is extremely useful and particularly beneficial in its effects in a country so circumstanced as Ireland. It is of very great importance to the teaching of persons engaged in agricultural pursuits, to place before them models of the most improved machinery and specimens of the different products which can be cultivated with success; teaching at the same

Museum.

time their modes of cultivation, and the soils and manures particularly adapted for them. The Curator in charge of it is exceedingly attentive, and anxious to give it full efficiency; but we are unfortunate in not having a better *locale* and more funds at our disposal, to make it as complete as possible. The scheme we had in view for the improvement of this department, and to improve the accommodation required for the shows, was to purchase the ground known as the Shelbourne Yard. If this space were provided, it is to be expected that the most eminent English manufacturers would send their machinery to be exhibited upon a more extensive scale than they do at present; and this would be a mutual advantage to them and to the farmers who visit the Museum and the exhibitions for information. The more facilities are given for exhibiting, the greater will be the extent of the objects exhibited.

I have not been in the habit of often attending the chemical lectures, Chemistry. but I understand that they are very effective, and I know that the analyses of soils and manures which are made in the laboratory must have a very beneficial effect upon agricultural knowledge. Chemistry is a branch of knowledge that must be cultivated, to give proper instruction in agriculture. There is a Professor of Chemistry (Dr. Apjohn), attached to the Royal Agricultural Society of Ireland, who makes analyses for the members of that Society at certain fixed charges. Dr. Cameron, another eminent professional chemist, is also extensively employed by private parties to make analyses of soils and manures in Dublin. I think it is very desirable that lectures on agricultural chemistry should be given from time to time, to call the attention of the public to the subject. Our Professor employs himself in the laboratory in analyzing soils and manures, and I believe it is of the greatest importance that such analyses should be made.

As far as the cattle shows are concerned, there are other societies Shows. which have a kindred object with ours; but there is a distinct field in which this Society has no competitor, namely, the annual shows held on these premises. The spring show is held at a time suitable for the exhibition of young animals, and is especially remarkable for yearling bulls and heifers of the short-horn breed. They have been always very successful, and it has been generally stated by the judges, who are mostly from the sister country, that no shows contain so good an exhibition of that class of animals as ours. I consider it is of great advantage to have one stated show in the metropolis every year, and there is a very general feeling of the advantages which the country derives from these shows. They are resorted to by the agriculturists and machine-makers of England and Scotland. The first breeders in these countries send their animals to be exhibited here; and altogether this exhibition forms a most important point of connexion between the two countries. I think the Royal Dublin Society should be enabled to give full accommodation to the animals and machinery from this and the sister country. In consequence of the building of the Museum and the National Gallery the lawn is no longer available, while the number of animals and the quantity of machinery exhibited, is continually increasing. Besides, it is now felt necessary to afford shelter to sheep and pigs, animals which formerly were not considered to need such accommodation; and all that requires an increase of space. If the yard I spoke of were thrown into the premises of the Royal Dublin Society, it would meet the difficulty, and enable us to provide ample accommodation for years to come. The agricultural-hall has been of very great Hall. advantage to the shows, and has enabled us to exhibit animals with greater success and security.

If this addition were made, and this permanent accommodation afforded, could reliance be placed upon the ordinary expenditure being defrayed from the proceeds of the show and from voluntary subscriptions?—There is always a doubt as to the proceeds of a show, for one bad day may destroy all. The weather is an important element in success. If you could insure us fine weather, we would get a considerable sum of money, which would enable us to carry on the shows with success. Permanent additional accommodation would, of course, diminish our expense, and any thing that would improve the shows would increase their attractiveness, and thereby increase the receipts. Supposing this accommodation provided, I think it is reasonable to expect that the current expenses will be provided from the receipts—at least, so far as the spring exhibition is concerned. The winter exhibition has not been so successful as yet, but I would give it a fairer trial; and I see no reason why it should not succeed also under the improved altered circumstances. I may mention here that there is a strong feeling of the importance of giving greater attention to the study of veterinary medicine. It is one of the objects of the Society, and there was at one time a Professor of Veterinary Medicine attached to it. This is a matter of great interest and importance to the country. We have not here, however, any ground that could be devoted to a veterinary school.

Collections in
Natural History
Museum.

I am aware of the general nature of the collections in the Royal Dublin Society, and the Museum of Irish Industry. I believe that their objects are very similar; much more so now than on the first establishment of the Museum of Irish Industry. It has often occurred to me, that the establishment of that institution was a mistake; that the same amount of funds would have effected the object in view in one establishment in a more satisfactory manner. I am aware that an arrangement has been made, by which a certain number of Professors, should belong to the two institutions; and that the lectures should alternate between them—those at Stephen's-green being of a more technical nature than the lectures delivered here. If it is the feeling of the Government that this system should be amalgamated; I have no doubt that if the Royal Dublin Society is placed in funds, it will be prepared to undertake and carry out the teaching, which is now divided between the two places. There is a mode of arrangement in the collection at Stephen's-green which I think it very desirable to retain; I mean the local collections, descriptive of the geological strata of particular localities; I think these should be kept together. I think the mode of arrangement at Stephen's-green is one which is necessary for the development of the agricultural and mining industry of the country. The Stephen's-green institution might be retained as a school of mining and the arts; but not requiring so large an establishment as at present; and the general scientific instruction might be carried out here. For this purpose, I would propose to retain here the Professors of Agriculture, Botany, and Geology. I think that special instruction in mining and the arts would be better conducted under immediate Government auspices than through the intervention of this Society. I am aware that the mining interest has taken a very considerable start of late years; that a great many valuable mines of copper, lead, and sulphur, are now very successfully worked; and that a knowledge of mining is now more necessary than it was in former years. There is no doubt that, in many situations in Ireland, iron can be advantageously worked in the absence of coal. Many scientific men are of opinion that iron made by charred peat is equal to Swedish iron, and there are great deposits of iron ore in Ireland. Sulphur is also manufactured to a

very great extent out of the pyrites ; and it is the opinion of eminent geologists that we shall find gold to a considerable extent.

If an amalgamation be decided upon, I am of opinion that it should take place here. This Society has a large constituency ; its members are numerous and influential, and many of them of very high intelligence. Its constitution forms at the same time its strength and its weakness. Its great numbers makes it popular : it has attracted to it of late years great numbers of all classes, and I do not know any Society that possesses to such a degree the confidence of the country ; so that it is a ready-made medium of communication with the country. The other institution is entirely supported by the Government ; it has no pretension to the name of popular ; it has no members supporting it by subscriptions, and thus interested in its success. I think, however, it is an exceedingly interesting institution, and that it is not appreciated as it should be. The constitution of the Royal Dublin Society being a source of weakness arises from this—that there is sometimes a difficulty in carrying the body to assent to certain matters considered advisable by those who carefully examined the question ; and that frequently occasions have occurred—as in the election of officers—in which private feeling has been brought into play, for the purpose of influencing the conduct of the Society.

Amalgamation.

I certainly am of opinion that in order to justify the Government in entrusting the Society with the disbursement of large sums of money, it is necessary that there should be an organ upon the permanency of whose decisions the Government can rely. At present the decisions of the Council are liable to be set aside by the Society at large, and, therefore, there is not the necessary security that the moneys will be expended on the objects intended. I am aware that a Committee was appointed to provide a remedy for this state of things. I quite assent to the proposition that it is necessary for the well-being of the Society that the relations between it and the Government should be harmonious ; and I distinctly coincide with the proposition, that the general management of the Society, and the exclusive control over its paid officers and servants, should be delegated to the Council. I have no doubt, however, that a large body of the members will be opposed to such a change. I believe this is the usual constitution of societies composed of large numbers, and having the disbursement of large sums of money—that the executive is invested with full authority, and that the influence of the individual members upon the executive is exercised at the election. I cannot mention a case where the government is vested in the whole body, but my impression is that the officers of the Royal Irish Academy are elected by the members. The objects of that Society, however, are more limited, it has very few paid officers, and it administers a much smaller fund. If this change be made greater weight and authority would be given to the position of Member of Council. The circumstance of their decisions not being liable to be reversed will make the position more satisfactory, but I do not think it will create a greater desire for election on the Council. That is at present an object of exceedingly great interest. But I believe it will have the effect of causing greater attention to be paid to the election.

Change in Council.

The power to overrule the decisions of the Council has been frequently exercised. It is not an unusual thing for the Society to take a different view from the Council as to matters connected with the management of the Society, and I know that a great number of members will view with distrust an augmentation of the powers of the Council. I see it is proposed to elect to the Council fourteen instead

of nine from the general body ; so far the action of the members upon the election of the Council would be enlarged, while all the other privileges would remain as they are. I think that by this arrangement the Society would be placed in a satisfactory relation with the Government, and thereby considerable benefit would be likely to result to the Society at large and to the public. So far the position of the members would be improved, and, I think, this would influence the members very much in making them agree to this proposal, and alleviate any feeling they might experience in reference to the change. It only occurs to me that it ought to be considered whether it would be desirable to increase the number of members on the Council, or whether a smaller number might not secure a more effectual administration.

APPENDIX.

Royal Dublin Society, Kildare-street,
4th October, 1862.

SIR,

I am directed by the Council of this Society to forward you the accompanying copies of the Report of the Committee of Natural History, relative to the condition and wants of their Museum, also of a Report of the Committee of Chemistry on the subject of the Chemical Professorship and Laboratory, and also a copy of a letter from the Assistant-Secretary on the subject of the duties and emoluments connected with his department.

I have the honour to be, Sir, your obedient servant,

WM. EDW. STEELE, M.D., Assistant-Secretary.

Captain J. F. D. Donnelly, R.E., &c., &c.
Comission of Inquiry, Royal Dublin
Society.

STATEMENT of the NATURAL HISTORY and MUSEUM COMMITTEE respecting GRANTS, EXPENDITURE, and POSITION of MUSEUM, &c., submitted and approved of 20th September, 1862.

Royal Dublin Society, Kildare-street,
September 26, 1862.

In the report of the sum required for completing the several departments, dated 24th February, 1860, it was shown that the "New Museum of Natural History" was deficient, according to the estimate for finishing and fitting, by the sum of £4,858 9s. 10d.

This estimate, which was prepared by the Clerk of the Works of the National Gallery, is merely the cost of completing the Museum, and furnishing it with cases for the safe custody and display of the specimens.

It does not include the necessary expenses for preparing the specimens of mammalia and of birds, and of the other series of the Natural History collections, all of which now lie in packages for want of funds to place them in a state of readiness, when the cases should be completed.

From the above estimate the sum of £800 is to be deducted, which has been granted as a portion of that estimate, and which has already been expended for fixtures, cases, and other contingencies on account of the Museum. This would leave the balance of the estimate £4,058 9s. 10d., now required to fulfil any contract that may be entered

into for the completion of fixtures, cases, and other necessary finishings.

	£	s.	d.
The estimate was, for sashes, cases, &c.,	4,507	1	0
Completing walls and flooring,	351	8	10
	4,858	9	10

The original cost of the building, and the sums expended, have absorbed a total of £11,733; of that amount £5,800 was voted by Parliament, and the balance, £5,933 was made up and advanced by the Society out of the members' admission and subscription funds, as well as by private subscriptions and sundry allocations made by the Society from other sources.

These details have already been submitted to the Science and Art Department, South Kensington. A further expenditure has been incurred for heating and ventilating the building, aided by the sum of £700, voted to the Board of Public Works for the construction of an apparatus for that purpose.

In submitting detailed statements of what has already been yearly expended for the Museum since 1851, in the preparation of numerous specimens, completing fixtures and cases for their reception, and which also include heavy contingent expenses, it is to be stated that the Society had allocated a sum, to the extent of £633 4s. 4d., from a fund that had annually accumulated, and which had been set aside for the purposes of the Museum, when necessity would require its appropriation.

The abstracts detail that—

For the year	1851-1852	the expenditure of the Museum was	£	s.	d.
"	1852-1853	"	269	19	2
"	1853-1854	"	361	4	4
"	1854-1855	"	75	5	11½
"	1855-1856	"	82	5	9
"	1856-1857	"	30	5	9½
"	1857-1858	"	58	15	2
"	1858-1859	"	37	12	6½
"	1859-1860	"	174	7	4
"	1860-1861	"	393	9	4
"	1861-1862	"	450	9	11
"		"	99	17	10
Making a total expended of			2,033	13	1½

Included in that total are items to the extent of £126 3s. 10d., which have not been expended for the present Museum, but were payments made for the painting and repairs of the rooms which formerly contained the collections, and were devoted to the use of the Natural History Department.

The Annual Report of the Society for 1861 has in some measure explained the position of the Museum and its present state, and that, notwithstanding its incompleteness, so great is the interest felt in such studies by the public, that during the past year 17,593 persons have visited the Museum, besides very numerous attendances on the courses of lectures delivered by the Professors connected with that section.

The very limited extent of the means yearly available for the carrying out of such objects may be seen from the fact, that from the annual allocation to the Museum Department of the Government grant of £650, the deductions for the salaries of professors and wages of porters, £454 12s., leave but a balance of £195 8s. for all purposes connected with the obtaining and preserving the collections, and for other contingencies.

The liberality of the members and of the friends of the Society has, in the shape of donations, so largely contributed to the fine collections, that for the period of eleven years the total of purchases amount only to £373 10s., viz.:—

				£	s.	d.
For the year	1851,	.	.	.	32	15 0
"	1852,	.	.	.	23	10 0
"	1853,	.	.	.	16	10 0
"	1854,	.	.	.	30	10 0
"	1855,	.	.	.	—	—
"	1856,	.	.	.	50	0 0
"	1857,	.	.	.	16	10 0
"	1858,	.	.	.	56	0 0
"	1859,	.	.	.	80	0 0
"	1860,	.	.	.	13	15 0
"	1861,	.	.	.	54	0 0
				373 10 0		

These statements certainly present a miserable idea of the means at the disposal of the Committee of that section of the Society, and afford full explanation for the apparently neglected condition of the Museum, especially when it is borne in mind that for the due efficiency of the Museum and its several departments, the Committee on the 15th of March, 1859, recommended the following estimate as absolutely requisite for annually maintaining arrangements suitable to the objects it was desired to accomplish, and to the usefulness and position of the Museum as a national institution, viz.:—

	£
Salary of Director,	450
Do. of two Assistants,	300
Do. of two Taxidermists,	130
Do. of two Porters,	120
	1,000
And for the purchase of specimens and other contingencies,	1,000
	£2,000

For a period of nearly three years the specimens for the Museum, most of which are of a perishable nature, requiring a warm and dry atmosphere, and an even temperature, have remained packed in cases, awaiting the completion of the building.

The loss of time arising from the delay in the issuing of the Parliamentary grants has placed the Committee of the Museum Department in a very responsible position in reference to the state of the large collections entrusted to their charge, which are of such an extent as to be fully sufficient, when arranged, to fill all the spaces which could be allocated in the rooms of the new building.

Of this collection there are about 2,500 birds unstuffed for want of means; of mammalia, 800. There are crustacea and molluscs amply sufficient to fill all the cases which an estimate has been given for.

There is also a large collection of insects, fishes, and reptiles—the two latter chiefly spirit preparations. These include the fine series of Arctic specimens presented by Sir Leopold McClintock, those obtained from the India House, and of others which embrace the fine series in geology and mineralogy; altogether forming a collection which the present building would no more than be adequate to receive, when arranged so as to secure them for their proper display, for investigation, and reference.

In its complete state the Society could embrace all branches of practical science, and its Museum would be an important means of reference

to students who may be preparing for competitive examinations, as well as to the public generally, among whom a desire has increased for general knowledge bearing upon every advancement in the arts, and in the industrial improvement of the country.

In the event, however, at any future period, of further additions to the collections, a greater extent of accommodation would be required; and this would not include a series of specimens in ethnology, a branch of science highly necessary to be formed in the Society.

(Signed)

WILLIAM ANDREWS, Member of Committee.

(Adopted)

A. A. DUNLOP, Chairman.

REPORT of the COMMITTEE of CHEMISTRY relative to PROFESSORSHIP and LABORATORY.

Royal Dublin Society, Kildare-street,
September 30, 1862.

The Committee of Chemistry beg to request that the Council will take an opportunity in the course of the inquiry now being made by the Treasury into the Royal Dublin Society, of bringing under the notice of the Commissioners the state of the chemical department of the institution, and the inadequate sum granted for the salary of the Professor and the supply of laboratory requisites.

The salary of the Professor is, as the Council is aware, only £150 per annum, while but £28 is the entire sum granted for laboratory requisites in apparatus and chemicals. The Committee taking into consideration the extent and nature of the duties performed by the Professor, are of opinion that his salary should be made at least equal to that of the Professors of the Department of Science and Art, namely, £200, and that not less than £40 should be allowed for the purchase of apparatus and chemicals.

In the event of any changes being effected, having for their object the restoration of the department to its former extent, so that it should embrace the several divisions of chemical science, the Committee consider that provision should be made for a skilled assistant, and an increased sum allowed for laboratory requisites and appliances.

(Signed)

WILLIAM MADDEN, Chairman.

BOTANIC GARDEN.

Botanic Garden, Royal Dublin Society's House,
October 6, 1862.

MY LORD JUSTICE AND GENTLEMEN,

Having received your permission to offer any further suggestions which might occur to me in addition on the subject of the Botanic Garden—in addition to my very imperfect evidence given on Friday instant, I beg to submit the following:—

First.—I would draw your attention to the inadequacy of the Curator's salary, a subject which has already been brought under the notice of the Department of Science and Art, in the last estimates submitted by the Council.

Secondly.—I would suggest the removal of the house in which the Curator resides, and the erection of one on a more eligible site, the present house being old, and requiring a large annual outlay for repair, besides being an unsightly object in its present situation.

Thirdly.—I would call your attention to the insufficiency of the allocation for labour, coals, and contingencies for the requirements of so extensive a garden.

I have the honour to be, my Lord and Gentlemen, your obedient servant,

SIMON FOOT, Chairman of the Committee of Botany.

DUTIES and EMOLUMENTS of ASSISTANT-SECRETARY.

Royal Dublin Society, Kildare-street,
October 1, 1862.

MY LORDS AND GENTLEMEN,

I trust you will pardon me for bringing under your special notice, at this time, the duties and emoluments of the office which I have the honour to hold in the Royal Dublin Society.

Although I have long considered that I ought, in justice to myself, have laid before you a statement similar to that which, with your kind permission, I propose now to submit, yet I have hitherto refrained from doing so, well knowing the great and increasing demands made upon the resources of the Society, and the consequent difficulty of arrangements of any kind being adopted, as regards the Secretaries' Department, different from those which have hitherto obtained; however, as a Government Commission is now engaged in inquiring into the working of the whole establishment, I feel that I ought not any longer to refrain from submitting the claims of my department to your kind consideration, in the hope, that should you see fit, you will take an opportunity of bringing the subject under the notice of the Commissioners.

The salaries of the officers of the Secretaries' department are as follows:—

Assistant Secretary,	£300
Clerk,	75
	375

I may be permitted to remark that the above are the entire emoluments received by these officers respectively; neither having the advantages of residence, &c., servants, fees derived from pupils or apprentices, nor gratuities for extra or special services, so liberally and justly granted to other officers of the establishment.

It is almost needless to remind the Council that the undivided responsibility of carrying on the working of this great establishment devolves upon me; thus, it is my duty to arrange the business for discussion at the several meetings of the Society, the Council, and the various Committees; to enter the minutes of their proceedings in rough books, and

register their several orders; to superintend the printing work executed for the entire establishment, including the voluntary task of editing the Society's scientific journal; making the annual abstract of the Meteorological Returns, a task of very great labour; to attend the evening scientific and agricultural meetings, and to note the discussions which take place at the conclusion of the several papers read. Upon me also devolves the responsibility of preparing the various, and oftentimes voluminous reports submitted from time to time by the different departments of the Society. In addition to this, the correspondence connected with this institution is conducted by me; the letters received, preserved, and indexed; besides a copy being taken of every letter of importance sent from this office. In addition to these the Clerk copies the minutes of the Society, the Council, and the several Committees into fair books, and also makes fair transcripts of several business letters, besides issuing circulars, notices, advertisements, &c., &c., and attends meetings of the Council and Committees whenever necessary.

During the organization and continuance of special exhibitions, &c., &c., the business of the office is of necessity increased to so great an extent as to oblige the Committees in charge to secure the services of a special Secretary.

In order to enable the Council to judge of the amount of work performed in this office, I have caused certain returns to be made, which are appended, and which show the duties performed annually by your Assistant-Secretary, aided *solely* by the present very efficient Secretaries' Clerk.

Having thus briefly brought this subject under your notice, I trust that you will, with the feelings of justice which you have on all occasions manifested in dealing with the officers of this institution, take my case and that of the Secretaries' Clerk into consideration, with the view of your obtaining for myself and him such increase of salary as may be commensurate with the extent and importance of the duties performed by each.

I have the honour to be, my Lords and Gentlemen, your obedient servant,

(Signed) WM. EDWD. STEELE, M.D., Assistant-Secretary.

To the Council of the Royal
Dublin Society.

Number of meetings of Society, Council, and Committees, attended by the Assistant-Secretary and Clerk from 1st July, 1861, to 1st July, 1862:—

Meetings.	Assistant-Secretary.	Clerk.
Society,	10	3
Council,	30	5
Agriculture,	15	1
Botany,	9	3
Chemistry,	8	1
Fine Arts,	15	3
Library,	20	3
Manufactures,	6	4
Natural History,	7	6
Evening Meetings,	8	2
Natural Philosophy,	1	—
Evening Scientific Meetings,	5	2
Total,	134	33

Average attendance of the Assistant-Secretary during the session, $5\frac{1}{2}$ hours per diem.

The number of *official* letters written and copied from 1st July, 1861, to 1st July, 1862 (exclusive of circulars, notices, official invitations, and general correspondence), amounts to 405.

Number of orders issued for advertisements from 1st July, 1861, to 1st July, 1862, is 308.

DUTIES of REGISTRAR and HOUSEKEEPER.

AS REGISTRAR.

To attend the meetings of the Society, Council, Finance, and House Committees at all times, as well as those of the several other Committees whenever required so to do ; to issue and cause to be served all orders, summonses, communications, and proceedings of the Society, Council, and Committees ; to keep regular accounts of stationery, postages, freights, and incidentals, in connexion with the different departments ; to have in safe custody all the Society's title-deeds, leases, and financial documents ; to conduct and make accurate copies of all correspondence on financial subjects ; to make and preserve correct lists of the members, with dates of their election, and the names of those gentlemen by whom proposed and seconded for ballot ; and to inform the Society and Council from time to time of all matters in his department necessary for them to know ; to prepare and forward to the authorities in London, the Society's annual estimates when approved of by the Council, as well as those for necessary buildings and repairs to the Commissioners of Public Works in Dublin ; to receive and disburse all sums of money arising from the Parliamentary grant, members' admissions and subscriptions, pupils' fees at schools, entrance fees for stock and implements, as well as for the admission of the public to the agricultural, horticultural, and other exhibitions ; and to pay the prizes awarded at each, giving full particulars thereof, and classifying every item under its special head of service ; and for the faithful accounting of which moneys the Registrar has given the security directed by the Society ; to see that no bill shall be laid before the Finance Committee or Council which has not been furnished in duplicate, and previously obtained the certificate of the proper officer, and the signature of the Chairman of the Committee in charge of the department to which it refers, and that the allocation to such department has not been exceeded, but is sufficient to meet the demand ; to prepare drafts on the 'Treasurers for all bills when ordered by the Council for payment ; to have those drafts duly signed by an honorary officer, and countersigned by the Assistant-Secretary and Registrar ; and to prepare receipts for the signature of the party entitled to be paid the amount, and to whose signature the Registrar has to become the subscribing witness ; to furnish to the Department of Science and Art and the Board of Audit in London at the end of each month, duly certified returns of all receipts and payments during that period, accompanied by the bills therein referred to, and supported by vouchers and the certificate of balance from the Accountant-General of the Bank of Ireland, the Society's Treasurers ; and at the termination of each financial year, to prepare and submit to the same Boards, an abstract, verified before a magistrate, of the annual accounts, and to supply same in a more detailed form for insertion in the Society's printed proceedings, for the information of the members and the general public.

The peculiar nature of the forms prescribed by the Board of Audit and the Society for the performance of those duties require such a variety of entries and details, that it would be difficult to enumerate them ; and Mr. White begs to add that the only aid he receives is that of a clerk at the very small salary of £40 per annum.

THE HOUSEKEEPER'S DUTIES

Are to reside constantly in the Society's house ; to have the care and custody of the valuable property it and its numerous departments contain ; to superintend and control the attendants and servants of the entire establishment ; to provide suitable furniture and fitments, fuel, light, and all other articles necessary for keeping in proper order and preservation the house, &c. ; involving duties and responsibilities of an arduous and important nature from the great extent of the premises, and the value of the property to be looked after, especially as many of the Society's operations are carried on up to late hours of the night, by the frequent attendance of the public at scientific lectures and meetings, of readers in the library, and students in the schools of art ; upon all which occasions, owing to the numerous fires and lights made use of, the most unrelenting vigilance and attention is required on the part of the Housekeeper.

HENRY C. WHITE,

Registrar and Housekeeper, Royal Dublin Society.

October 3, 1862.

LETTER to the Right Hon. C. B. ADDERLEY, M.P.

Royal Dublin Society's House,
3rd October, 1862.

SIR,

I have the honour to inform you that a Treasury Commission has been appointed to inquire into the Royal Dublin Society, Museum of Irish Industry, Royal Hibernian Academy, Royal Irish Academy, and Committee of Lectures, the Treasury Minute for which I enclose. This Commission is now sitting here for the purpose of taking evidence. Considering that, as you have interested yourself in this subject and brought it forward in the House of Commons, you may wish to bring your views before them, the Commissioners desire me to inform you that they will be happy to receive any communication from you on the subject.

I have the honour to be, Sir, your obedient servant,

J. F. D. DONNELLY, Capt. R.E.

The Right Hon. C. B. Adderley, M.P.
&c. &c.

LETTER from the Right Hon. C. B. ADDERLEY, M.P.

Hams, Minworth, Birmingham,
October 15th.

SIR,

I beg to thank you for the papers you have sent me relating to the Treasury Commission now in Dublin, and to acknowledge the courtesy of the Commissioners in offering me the opportunity of making any suggestions.

I have no means of suggesting by what new arrangements a simplification of the Institutions under consideration might be best effected, but I certainly left the Department fully convinced that it would be for the interests of the public that the Royal Dublin Society and Museum of Irish Industry, having now every provision in duplicate for the same objects, should be brought together and made one, at least as far as the Treasury is concerned with them.

The double staff, double lectureships, double collections, double building and fitting grants, double services of all sorts kept up by aid of national taxation for identical purposes on the same spot cause an obvious waste of resources.

The interests of science suffer as much as the public purse by such a system. Better control and restricted access to the Treasury through only one office are also absolutely required. I am quite ready to bear this testimony as the results of my own official acquaintance with the subject, in aid of present inquiries of the Royal Commission.

I am, obediently yours,

C. B. ADDERLEY.

Captain Donnelly, R.E.

DUBLIN: Printed by ALEXANDER THOM, 87 & 88, Abbey-street,
For Her Majesty's Stationery Office.

EDUCATION (IRELAND).

ANNUAL REPORT of the COMMISSIONERS of
EDUCATION in *Ireland*, for the Year 1862-63.

(Presented to Parliament by Her Majesty's Command.)

Ordered, by The House of Commons, to be Printed,
26 *June* 1863.

EDUCATION (IRELAND).

ANNUAL REPORT of the COMMISSIONERS of EDUCATION in *Ireland*,
for the Year 1862-63.

TO HIS EXCELLENCY GEORGE WILLIAM FREDERICK
EARL OF CARLISLE, K.G.,
LORD LIEUTENANT-GENERAL AND GENERAL-GOVERNOR
OF IRELAND, &c. &c. &c.

WE, "the Commissioners of Education in Ireland," constituted by an Act of Parliament passed in the fifty-third year of the reign of his late Majesty King George the Third, and in obedience thereto, respectfully submit to your Excellency a General Report of the Proceedings of the Board since their last Report.

The half-yearly Returns made to us by the Masters of the different Endowed Schools connected with our Board, but especially as regards the Royal Foundations, show that the course of Instruction afforded at them has become within the last few years of a much more extensive and practically useful character than had been formerly considered as supplying a sufficient general education.

The School of Enniskillen, which enjoys the largest Endowment, continues to be by far the most numerously attended of all the Royal Schools. The School premises there have been, at a very considerable outlay, enlarged, and put into a state of thorough and efficient repair.

The Works in connexion with the improvements, under the superintendence of one of the members of this Board, having been nearly completed, and the recent legal questions connected with the School grounds having been brought to an amicable conclusion, we have the satisfaction of reporting that this School now holds a very high position in public estimation.

The Armagh Royal School shows no material change since our last Report, such as to call for any special remark to your Excellency. The number of pupils in attendance continues about the same. The School premises have been, by such outlay as was reported to us to be necessary, kept in a substantial and satisfactory condition. The Executors of the late Lord Primate of Ireland having called upon us to repay 600 *l.*, the balance of a very large sum advanced by his Grace for the carrying out extensive and valuable improvements at the Armagh School-house, we beg to report that we have felt ourselves bound to undertake the payment of the 600 *l.* so munificently advanced on the mere promise of repayment, as the funds of the School would permit.

cessor a gentleman who had formerly held during its full period one of our Royal Scholarships, and who has since had considerable experience in teaching, we feel justified in entertaining a strong hope that under his care the school will attain a high character, and will again furnish candidates for the prizes which we founded in the University in connexion with this endowment; and we have decided on expending on the premises such a sum as shall be reported to be sufficient to put them in thorough substantial repair.

In consequence of the very active superintendence of the Trustees of Tullyvin School, the entire Endowment has recently been made much more valuable than hitherto to the classes for whom it was founded.

The School of Eyrecourt, though one of very small Endowment, shows evident signs of improvement.

As no material change has since our last Report taken place in the condition of the other Schools of Private Foundation, we do not feel called upon to bring them specially under the notice of your Excellency.

In reference to the Diocesan Schools, we beg to report to your Excellency that, in consequence of strong representations made to us, we have executed Warrants under seal disuniting the Diocesan Schools of Cashel and Emly, and of Waterford and Lismore, and have consolidated these four Diocesan Schools into a District Diocesan School, to be held at Waterford; and we have also by Warrant disuniting the Diocesan Schools of Clonfert and Kilmacduagh, and have consolidated them with the Diocesan School of Elphin, to be held as a District Diocesan School at Sligo.

We regret, however, to state that the Ecclesiastical Commissioners, in whom the Temporalities of the Diocese of Elphin have by law become vested, have not felt themselves justified in granting to the Master of the District Diocesan School at Sligo the benefit of the Endowment heretofore enjoyed by the Master of the Elphin Diocesan School. With the above exceptions, no important change has taken place within the last year in the condition of the Diocesan Schools generally. But we beg to call your Excellency's attention to the very unsatisfactory state of the laws affecting the Diocesan Schools of Ireland, so frequently adverted to in our Annual Reports.

All which we beg to submit to your Excellency as our Report.

(signed)	MAZIERE BRADY, C.	(L.S.)
	JOSEPH H. MEATH.	(L.S.)
	FRANCIS BLACKBURNE.	(L.S.)
	PLUNKET TUAM, &c.	(L.S.)
	RICHARD MACDONNELL, Provost.	(L.S.)
	WILLIAM GIBSON.	(L.S.)

Wm. Cotter Kyle, LL.D., M.R.I.A.,

Secretary.

30 May 1863.

SCHEDULE of ROYAL SCHOLARS, &c.

On the Armagh Royal School Foundation.

	£.			£.	
C. Crosslè	-	-	50 per annum.	A. Robinson	- - 40 per annum.
R. Rice	-	-	10 „	S. J. Hertage	- - 50 „
W. Riddall	-	-	30 „	J. W. Hogan	- - 20 „
R. Turle	-	-	30 „	C. Faussett	- - 10 „
D. Orr	-	-	10 „		

On the Cavan Royal School Foundation.

T. W. Kinahan	-	25 l. per annum		J. Mills	- - 15 l. per annum.
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On the Dungannon Royal School Foundation.

	£.			£.	
J. Corvan	-	-	30 per annum.	H. B. Leech	- - 50 per annum.
R. H. Collins	-	-	50 „	W. Colquhoun	- - 30 „
J. Twigg	-	-	50 „	C. Kough	- - 50 „
J. Frizelle	-	-	50 „	R. C. Christian	- - 40 „

On the Enniskillen Royal School Foundation.

	£.			£.	
T. Brett	-	-	50 per annum	E. G. Cooper	- - 30 per annum.
M. Hime	-	-	30 „	T. W. Hime	- - 30 „
W. J. Bryan	-	-	10 „	J. MacIvor	- - 50 „
B. Purser	-	-	50 „	J. B. Hutton	- - 30 „
R. Bennett	-	-	50 „	W. Croke	- - 20 „
W. A. Leech	-	-	50 „		

THE
TWENTY-NINTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND.
VOL. I.

THE
TWENTY-NINTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND,
(FOR THE YEAR 1862.)
WITH APPENDICES.
VOL. I.

Presented to both Houses of Parliament by Command of Her Majesty.



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FOR HER MAJESTY'S STATIONERY OFFICE.

1863.

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THE
 TWENTY-NINTH REPORT

OF THE
 COMMISSIONERS OF NATIONAL EDUCATION
 IN IRELAND,
 (FOR THE YEAR 1862.)

TO HIS EXCELLENCY GEORGE WILLIAM FREDERICK EARL OF
 CARLISLE, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

I.—1. WE, the Commissioners of National Education in Ireland, submit to your Excellency this our Twenty-ninth Report.

II.—2. On the 31st of December, 1861, we had 5,830 schools in operation, which had on their rolls, for the year then ended, 803,364 children; with an average daily attendance, for the same period, of 284,726 children; and an average number of children on the rolls for the year, of 531,014. At the close of the year 1862, the number of schools in operation was 6,010. The *average daily attendance* of children for the year was 284,912; the *average number of children on the rolls* was 533,570; while the *total number of distinct children at any time on the rolls* for the year was 812,527.*

Number of
schools in
operation.

3. As compared with the year 1861, there is an increase in the number of schools in operation for the year 1862, of 180; the increase in the daily average attendance amounts to 186; the average number on the rolls has increased by 2,556; while the total number of pupils enrolled during the year has increased by 9,163.

Increase in
schools and
attendance.

4. We have in course of erection, 52 ordinary National *School-houses*, which will contain in the whole 74 separate *school-rooms*. There are also in course of erection 3 Model School-houses of various kinds, containing in the whole 9 school-rooms. When these 55 buildings shall have been completed, they will afford accommodation to 8,015 additional children. Of the above 52 ordinary school-houses, the erection of 27 was sanctioned during the year 1862.

Schools in
course of
erection.

5. There were 27 vested schools opened during the year, towards the erection of which grants had been made, and 1 sus-

Number of
vested
schools
opened.

* (I.) By the *total number of children on rolls during year* is meant the gross aggregate of distinct individual children whose names have appeared on the school rolls at any time during the entire year.

(II.) By the *average number of children on the rolls during the year* is meant the mean or average of the several numbers appearing on the rolls throughout the year, and which in point of fact vary from week to week, and from month to month.

(III.) By the *average daily attendance* of children during the year is meant the mean or average of the numbers found in actual attendance—not on rolls merely, but present in their classes, from day to day throughout the year.

pended school re-opened. These are included in the 6,010 schools in operation on the 31st December, 1862, and their names will be found inserted in a list in the Appendix.

6. The number of schools struck off our roll, during the year 1862, was 73, of which 64 had been previously in operation, and 1 had been suspended; the remaining 8 were simply cases in which grants for building had, from time to time, been awarded, but for various reasons have been cancelled. A list of the struck-off schools is given in the Appendix, with the reasons for their having been removed from our roll.

7. The number of schools in the "suspended list," at the close of the year, was 68, of which 7 were suspended during the year 1862. Many of these suspended schools may hereafter be re-opened.

8. The following Table shows the number of National Schools in operation, together with the number of children in attendance therein, as specified in our several Reports, to the 31st of December, 1862:—

No. and Date of Report.	No. of Schools in operation.	No. of Children on the Rolls for :
No. 1, 31st December, 1833, . . .	789	Half-year ended 30th Sept., } 107,042
No. 2, 31st March, 1835, . . .	1,106	" } 145,521
No. 3, do. 1836, . . .	1,181	" } 153,707
No. 4, do. 1837, . . .	1,300	" } 166,929
No. 5, do. 1838, . . .	1,384	" } 169,548
No. 6, 31st December, 1839, . . .	1,581	" } 192,971
No. 7, do. 1840, . . .	1,978	" } 232,560
No. 8, do. 1841, . . .	2,337	" } 281,849
No. 9, do. 1842, . . .	2,721	" } 319,792
No. 10, do. 1843, . . .	2,912	" } 355,320
No. 11, do. 1844, . . .	3,153	" } 395,550
No. 12, do. 1845, . . .	3,426	" } 432,844
No. 13, do. 1846, . . .	3,637	" } 456,410
No. 14, do. 1847, . . .	3,825	" } 402,632
No. 15, do. 1848, . . .	4,109	" } 507,469
No. 16, do. 1849, . . .	4,321	" } 480,623
No. 17, do. 1850, . . .	4,547	" } 511,239
No. 18, do. 1851, . . .	4,704	" } 520,401
No. 19, do. 1852, . . .	4,875	" } 544,604
No. 20, do. 1853, . . .	5,023	" } 550,631
No. 21, do. 1854, . . .	5,178	" } 551,110
No. 22, do. 1855, . . .	5,124	" } 535,905
No. 23, do. 1856, . . .	5,245	31 Dec., } 560,134
No. 24, do. 1857, . . .	5,337	Year ended 31st December, } 776,473*
No. 25, do. 1858, . . .	5,408	" } 803,610
No. 26, do. 1859, . . .	5,496	" } 806,510
No. 27, do. 1860, . . .	5,632	" } 804,000
No. 28, do. 1861, . . .	5,830	" } 803,364
No. 29, do. 1862, . . .	6,010	" } 812,527

* In this year, 1857, the Commissioners for the first time thought it right to ascertain and record, not the average number of children on the rolls merely, nor yet the average daily attendance, but in addition the *total number of distinct children* appearing on the rolls during the entire year. Hence the large increase in the number of children appearing in above table for year 1857 and subsequent years, as compared with the year 1856.

9. The number of applications brought under consideration for grants to new schools in the year 1862, was 357. To 269 of these we promised the requisite assistance, either for building, or for salaries and books. The remaining 88 applications were rejected for various reasons, of which official records are kept.

Applications for grants to new schools.

10. The annexed Tabular Return of the 269 schools added to our list, during the year 1862, shows the number in each province, with the nature of the aid granted.

Return of new schools in 1862, arranged in provinces.

PROVINCE.	Salary and Books.	Books only, to Workhouse and other Schools.	Towards Building and Furnishing Schools.	Total.
Ulster, . . .	93	1	10	104
Munster, . . .	34	1	20	55
Leinster, . . .	33	6	5	44
Connaught, . .	53	1	12	66
Total, . . .	213	9	47*	269

11. Of the 269 schools specified in the preceding table, 256 are under the management of 197 individuals, many of them having more than one school under their care. The following Table shows the number of these schools under the management of Patrons of each religious denomination—distinguishing lay from clerical :—

Number and religious denominations of the Patrons or Managers of the new schools added in 1862.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.
Established Church, . . .	13	15	24	36	37	51
Roman Catholics, . . .	110	141	10	13	120	154
Presbyterians, . . .	21	29	4	4	25	33
Other Dissenters, . . .	15	18	—	—	15	18
Total, . . .	159	203	38	53	197	256

Of the remaining 13 schools, 3 are attached to Gaols, 3 are attached to Lunatic Asylums, 3 are Workhouse Schools, 1 is a department added to an existing Model School, and 3 are departments of a Model School in course of erection.

12. The following summary exhibits the total number of National Schools in each province on the 31st December, 1862, distinguishing those schools which were in operation, those to which building grants have been promised, and those upon the suspended list :—

Number of Schools in each province, distinguishing Operation, Building, and Suspended Schools.

* That is, 47 schools as distinguished from school-houses ;—there being sometimes two schools, male and female, in the same house.

SUMMARY.

PROVINCE.	Schools in operation on 31st Dec., 1862.	Schools to which there are outstanding Building Grants.	Suspended.	Total Number of Schools in connexion, on the 31st Dec., 1862.
Ulster, . . .	2,233	19	25	2,277
Munster, . . .	1,462	35	16	1,513
Leinster, . . .	1,388	7	16	1,411
Connaught, . .	927	22	11	960
Total, . . .	6,010	83	68	6,161

Total number of schools vested and to be vested.

III.—13. At the termination of the year 1862, we had on our list, vested either in Trustees or in our Board, or secured by bond, 1,154 school-houses, containing 1,750 rooms, accommodating distinct schools. There are, in addition, 9 school-houses about to be built, the leases of which are in course of execution. These 9 school-houses will contain 10 distinct apartments.

14. The number of schools vested in Trustees, on the 31st December, was 958. In addition, there were 697 (including 148 assigned) vested in us in our corporate capacity, and 95 schools for which we held bonds for the observance of our rules. There were also 10 schools, towards which building grants have been made, the leases for which were not then executed.

Total non-vested schools.

15. The number of non-vested schools in connexion on 31st December, 1862, was 4,401—several of which, as in many cases of vested schools, are held under the same roof, though in separate rooms.

Vested schools, in counties and provinces.

16. The following Table shows the counties and provinces in which the preceding vested schools and houses are situated, distinguishing the number held under each species of security:—

TABLE showing the number of vested School-houses in each County and Province, with the number of separate Schools held in those houses.

COUNTIES AND PROVINCES.	No. of School-houses Vested.					No. of Separate Schools held in Vested Houses.				
	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.
ULSTER:										
Antrim, . . .	16	10	26	2	54	29	13	34	3	79
Armagh, . . .	8	5	12	2	22	14	10	17	4	35
Cavan, . . .	3	5	23		31	6	40	40		56
Donegal, . . .	30	7	44	2	83	34	7	50	2	93
Down, . . .	5	2	25	5	37	10	2	35	7	54
Fermanagh, . . .	6	7	12	7	32	6	7	14	7	34
Londonderry, . . .	8	3	22		33	14	4	32		50
Monaghan, . . .	10		15	2	27	12		22	2	36
Tyrone, . . .	16	12	33	5	66	22	15	37	6	80
Total, . . .	102	46	212	25	385	147	58	281	31	517

TABLE showing the number of vested School-houses—*continued*.

COUNTIES AND PROVINCES.	No. of School-houses Vested.					No. of Separate Schools held in Vested Houses.				
	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.
MUNSTER:										
Clare,	17	9	17	.	43	27	17	29	.	73
Cork,	35	6	78	9	128	59	10	123	14	206
Kerry,	39	6	36	7	88	58	11	58	7	134
Limerick,	18	3	12	.	33	31	5	20	.	56
Tipperary,	8	1	30	3	42	15	1	46	4	66
Waterford,	4	5	8	1	18	7	8	15	2	32
Total,	121	30	181	20	352	197	52	291	27	567
LEINSTER:										
Carlow,	.	.	14	5	19	.	.	23	9	32
Dublin,	8	1	13	1	23	26	2	25	2	55
Kildare,	2	.	15	2	19	5	.	23	4	32
Kilkenny,	8	.	14	1	23	11	.	25	1	37
King's,	8	.	9	.	17	11	.	14	.	25
Longford,	1	.	9	1	11	2	.	17	2	21
Louth,	.	1	14	2	17	.	2	26	4	32
Meath,	3	.	25	4	32	7	.	44	6	57
Queen's,	3	1	6	1	11	6	2	10	1	19
Westmeath,	.	.	20	.	20	.	.	37	.	37
Wexford,	5	.	8	.	13	9	.	14	.	23
Wicklow,	2	.	5	2	9	4	.	6	4	14
Total,	40	3	152	19	214	81	6	264	33	394
CONNAUGHT:										
Galway,	29	4	31	.	64	42	8	47	.	97
Leitrim,	3	3	16	2	24	4	4	19	3	30
Mayo,	43	10	18	.	71	55	12	24	.	91
Roscommon,	12	2	13	.	27	16	4	19	.	39
Sligo,	3	3	10	1	17	7	4	13	1	25
Total,	90	22	88	3	203	124	32	122	4	282
ULSTER,	102	46	212	25	385	147	58	281	31	517
MUNSTER,	121	30	181	20	352	197	52	291	27	567
LEINSTER,	40	3	152	19	214	81	6	264	33	384
CONNAUGHT,	90	22	88	3	203	124	32	122	4	282
Grand Total,	353	101	633	67	1,154	549	148	958	95	1,750

IV.—17. The subjoined Table shows the distribution of the Total number of Operation Schools in each province, with the total number of pupils on rolls, and average daily attendance, according to the several provinces :—

PROVINCE.	No. of Schools in operation on the 31st Dec., 1862.	Total No. of Distinct Pupils on the Rolls for the year ending 31st Dec., 1862.	Average No. of Pupils on Rolls for year ending 31st December, 1862.	Average daily attendance for year ending 31st December, 1862.	Total number of pupils on rolls, average on rolls, and average daily attendance.
Ulster,	2,233	285,343	179,678	94,423	
Munster,	1,462	209,732	144,343	81,231	
Leinster,	1,388	194,445	128,309	69,742	
Connaught,	927	123,007	81,240	39,516	
Total,	6,010	812,527	533,570	284,912	

Average of pupils, per school.

18. Taking the *total* number of *distinct* children appearing at *any time* on the rolls, for the year 1862, as 812,527, we have for the 6,010 schools in operation an average for *each* school of 135·2; while if we take the *average* number only appearing on the rolls of the same 6,010 schools as 533,570, we get an average for each school of 88·8 children; and taking the *daily average* attendance at the 6,010 schools as 284,912, the average number of children in daily attendance at each school appears to be 47·4.

Religious denominations of pupils on rolls last quarter of year.

V.—19. We have obtained returns showing the religious denominations of 584,552 of the pupils on the rolls of National Schools, for the quarter ended 31st December, 1862. In the following Table the number of each persuasion is set forth, with the centesimal proportion that each denomination bears to the total.

PROVINCES AND COUNTIES.	Total Number of Children returned for the Quar- ter ended Dec. 31, 1862.	Religious Denominations.			
		Established Church.	Roman Catholic.	Presbyterian	Other Persuasions.
ULSTER :					
Antrim,	47,130	6,332	12,271	26,873	1,654
Armagh,	17,260	3,061	10,371	3,337	491
Cavan,	19,274	1,440	17,166	626	42
Donegal,	20,327	2,239	15,413	2,537	138
Down,	33,497	4,160	11,717	17,003	617
Fermanagh, . . .	9,340	2,935	6,115	202	88
Londonderry, . .	15,200	1,811	6,919	6,206	264
Monaghan, . . .	13,158	1,332	10,041	1,768	17
Tyrone,	21,955	4,121	12,684	4,887	263
Total,	197,141	27,431	102,697	63,439	3,574
MUNSTER :					
Clare,	18,550	130	18,415	5	.
Cork,	57,537	1,093	56,305	77	62
Kerry,	22,500	264	22,231	4	1
Limerick,	22,740	453	22,205	53	29
Tipperary, . . .	25,000	539	24,397	31	33
Waterford, . . .	10,978	161	10,761	45	11
Total,	157,305	2,640	154,314	215	136
LEINSTER :					
Carlow,	6,274	94	6,173	2	5
Dublin,	33,595	926	32,410	218	41
Kildare,	9,036	268	8,710	32	26
Kilkenny,	15,456	295	15,146	9	6
King's,	8,664	476	8,114	38	36
Longford,	7,857	363	7,425	69	.
Louth,	9,579	88	9,464	27	.
Meath,	11,585	358	11,202	25	.
Queen's,	8,994	246	8,745	.	3
Westmeath, . . .	9,737	254	9,467	14	2
Wexford,	12,489	122	12,335	21	11
Wicklow,	8,145	287	7,852	6	.
Total,	141,411	3,777	137,043	461	130

[continued.]

TABLE showing the Religious Denomination of Pupils—*continued*.

PROVINCES AND COUNTIES.	Total Number of Children returned for the Quar- ter ended Dec. 31, 1862.	Religious Denominations.			
		Established Church.	Roman Catholic.	Presbyterian	Other Persuasion
CONNAUGHT :					
Galway,	21,056	211	20,802	24	19
Leitrim,	15,104	1,250	13,746	49	59
Mayo,	21,938	525	21,251	159	3
Roscommon, . . .	17,473	373	17,056	24	20
Sligo,	13,124	499	12,543	65	17
Total,	88,695	2,858	85,398	321	118
ULSTER,					
ULSTER,	197,141	27,431	102,697	63,439	3,574
MUNSTER,	157,305	2,640	154,314	215	136
LEINSTER,	141,411	3,777	137,043	461	130
CONNAUGHT, . . .	88,695	2,858	85,398	321	118
Grand Total, . .	584,552	36,706	479,452	64,436	3,958
Per-centage, . .	—	6.28	82.02	11.02	0.68

20. As in previous years, we have confined the returns of the religious denominations of the pupils to the number on the rolls for the last quarter of the year. But could we procure with the same facility similar returns in reference to the 812,527 pupils on the rolls for the entire year, it is probable that a proportionate increase would be found in the numbers of the various religious persuasions, and that the latter would then stand thus:

Established Church,	51,021	} Total, 812,527.
Roman Catholics,	666,438	
Presbyterians,	89,566	
Other persuasions,	5,502	

i.e., Protestants of all denominations, 146,089, or 17.98 per cent.; and Roman Catholics, 666,438, or 82.02 per cent.

21. With regard to corresponding returns given in our last report—and based upon the Enumeration Abstracts of the Census taken for the year 1861—it was seen that while the per-centage of Roman Catholics in the total population was 77.90, the per-centage of Roman Catholic pupils attending National Schools was 82.55; and that while the per-centage of Protestants of all denominations in the population was 22.10, the per-centage of Protestant pupils was 17.45. Further, that the Roman Catholic element in the population, though somewhat under *four-fifths* of the whole, supplied nearly *five-sixths* of the pupils; and that the Protestant element in the population, though little more than *one-fifth* of the whole, supplied more than *one-sixth* of the pupils.

22. As supplementary to these particulars, and in reference to the *mixed* religious character of the attendance, we submit the

Religious denominations of pupils on rolls for the whole year.

Mixed religious element in the population and in the school pupils compared.

following tabulation to show that where the nature of the population and other local circumstances are favourable, the National Schools exhibit a reasonable admixture of pupils of the Protestant and Roman Catholic persuasions.

Table showing—1: The ratio of the Protestant population of all denominations to the Roman Catholics. 2: The ratio of the Protestant pupils of all denominations to the Roman Catholic pupils. 3: The number of schools from which returns had been received, distinguishing those with a mixed attendance of Protestant and Roman Catholic pupils from those with an unmixed attendance. And 4: The ratio of the schools thus exhibiting a mixed attendance to those with an unmixed attendance.

COUNTIES AND PROVINCES.	POPULATION.		PUPILS.		Number of Schools from which Returns received, exhibiting :		Ratio of	
	Protestants of all Denominations	to Roman Catholics.	Protestants of all Denominations	to Roman Catholics.	Mixed Attendance.	Unmixed Attendance.	Schools with Mixed Attendance	to Schools with Un- mixed Attendance.
ULSTER :								
Antrim, . . .	1 : 0.38		1 : 0.39		328	89	3.69 : 1	
Armagh, . . .	1 : 0.95		1 : 1.51		129	22	5.90 : 1	
Cavan, . . .	1 : 4.11		1 : 8.29		152	72	2.11 : 1	
Donegal, . . .	1 : 2.99		1 : 3.34		216	54	4.00 : 1	
Down, . . .	1 : 2.08		1 : 0.56		247	74	3.34 : 1	
Fermanagh, . . .	1 : 1.08		1 : 2.05		118	10	11.80 : 1	
Londonderry, . . .	1 : 0.83		1 : 0.89		158	27	5.85 : 1	
Monaghan, . . .	1 : 2.76		1 : 3.27		120	25	4.80 : 1	
Tyrone, . . .	1 : 1.29		1 : 1.43		252	28	9.00 : 1	
Total, . . .	1 : 1.02		1 : 1.16		1,720	401	4.29 : 1	
MUNSTER :								
Clare, . . .	1 : 43.90		1 : 132.67		50	138	0.36 : 1	
Cork, . . .	1 : 10.73		1 : 58.09		144	358	0.40 : 1	
Kerry, . . .	1 : 29.18		1 : 88.07		64	127	0.50 : 1	
Limerick, . . .	1 : 18.53		1 : 52.51		61	115	0.53 : 1	
Tipperary, . . .	1 : 17.66		1 : 45.93		87	170	0.51 : 1	
Waterford, . . .	1 : 19.61		1 : 48.36		28	79	0.35 : 1	
Total, . . .	1 : 16.21		1 : 60.68		434	987	0.44 : 1	
LEINSTER :								
Carlow, . . .	1 : 7.65		1 : 64.16		24	33	0.73 : 1	
Dublin, . . .	1 : 3.15		1 : 28.92		58	143	0.41 : 1	
Kildare, . . .	1 : 9.87		1 : 29.79		46	54	0.85 : 1	
Kilkenny, . . .	1 : 19.48		1 : 54.66		45	113	0.40 : 1	
King's, . . .	1 : 8.64		1 : 16.93		52	36	1.44 : 1	
Longford, . . .	1 : 9.56		1 : 18.64		41	45	0.91 : 1	
Louth, . . .	1 : 11.10		1 : 81.55		27	53	0.51 : 1	
Meath, . . .	1 : 14.53		1 : 27.82		62	91	0.68 : 1	
Queen's, . . .	1 : 7.41		1 : 35.10		41	46	0.90 : 1	
Westmeath, . . .	1 : 11.90		1 : 35.84		56	62	0.90 : 1	
Wexford, . . .	1 : 9.43		1 : 146.97		39	99	0.40 : 1	
Wicklow, . . .	1 : 4.27		1 : 24.09		44	36	1.22 : 1	
Total, . . .	1 : 6.44		1 : 33.47		535	811	0.66 : 1	

TABLE showing—1 : The ratio of the Protestant population of all denominations to the Roman Catholics, &c.—*continued.*

COUNTIES AND PROVINCES.	POPULATION. Ratio of		PUPILS. Ratio of		Number of Schools from which Returns received, exhibiting :		Ratio of	
	Protestants of all Denominations	to Roman Catholics.	Protestants of all Denominations	to Roman Catholics.	Mixed Attendance.	Unmixed Attendance.	Schools with Mixed Attendance	to Schools with Un- mixed Attendance.
CONNAUGHT :								
Galway, . . .	1 : 27·41		1 : 77·85		61	135	0·46 : 1	
Leitrim, . . .	1 : 8·71		1 : 10·95		109	44	2·50 : 1	
Mayo, . . .	1 : 29·50		1 : 43·50		80	156	0·51 : 1	
Roscommon, . .	1 : 26·57		1 : 42·39		64	93	0·69 : 1	
Sligo, . . .	1 : 8·96		1 : 22·63		76	39	2·00 : 1	
Total, . . .	1 : 18·23		1 : 28·33		390	467	0·83 : 1	
ULSTER, . . .	1 : 1·02		1 : 1·16		1,720	401	4·29 : 1	
MUNSTER, . . .	1 : 16·21		1 : 60·68		434	987	0·44 : 1	
LEINSTER, . . .	1 : 6·44		1 : 33·47		535	811	0·66 : 1	
CONNAUGHT, . .	1 : 18·23		1 : 28·33		390	467	0·83 : 1	
Grand Total,	1 : 3·52		1 : 4·73		3,079	2,666	1·16 : 1	

The centesimal proportion of the mixed to the unmixed schools, in Provinces, being:—

	Mixed.	Unmixed.
Ulster,	81·1	18·9
Munster,	30·5	69·5
Leinster,	39·7	60·3
Connaught,	45·5	54·5
Total,	53·6	46·4

23. When considering the foregoing figures, it should be borne in mind that it is only through a system such as that which we administer that minorities—whether Protestant or Roman Catholic—can enjoy the advantages of education with a perfect security against being tampered with in their religious convictions; and that the smaller the minorities the greater the necessity for that protection which our Rules afford.

VI.—24. We have received, from the Managers, returns of the literary proficiency of 584,506 of the pupils on the Rolls of National Schools for the last quarter of the year 1862. In the following Table their classification according to the various Lesson Books is set forth; also, the centesimal proportion that the number in each class bears to the total:—

Literary
classifica-
tion of
Pupils.

TABLE showing the Classification of Pupils according to the various Lesson Books.

PROVINCES AND COUNTIES.	I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	TOTAL.
ULSTER :						
Antrim, . . .	16,866	12,424	7,576	6,999	3,265	47,130
Armagh, . . .	6,256	4,730	2,704	2,584	986	17,260
Cavan, . . .	6,633	5,354	3,482	2,520	1,285	19,274
Donegal, . . .	8,341	5,574	3,230	2,231	951	20,327
Down, . . .	12,475	9,023	5,466	4,637	1,896	33,497
Fermanagh, . . .	3,234	2,564	1,733	1,274	535	9,340
Londonderry, . . .	5,961	4,234	2,412	1,660	933	15,200
Monaghan, . . .	4,644	3,748	2,322	1,715	729	13,158
Tyrone, . . .	8,585	5,968	3,345	2,758	1,253	21,909
Total, . . .	72,995	53,619	32,270	26,378	11,833	197,095
MUNSTER :						
Clare, . . .	7,884	5,125	2,877	2,015	649	18,550
Cork, . . .	19,857	15,209	10,597	7,480	4,394	57,537
Kerry, . . .	7,901	5,825	3,812	2,997	1,965	22,500
Limerick, . . .	7,704	5,435	3,548	3,216	2,837	22,740
Tipperary, . . .	8,082	7,284	4,380	3,244	2,010	25,000
Waterford, . . .	4,331	2,781	1,848	1,273	745	10,978
Total, . . .	55,759	41,659	27,062	20,225	12,600	157,305
LEINSTER.						
Carlow, . . .	2,332	1,731	1,114	656	441	6,274
Dublin, . . .	15,865	8,524	4,430	2,992	1,784	33,595
Kildare, . . .	3,195	2,398	1,590	1,071	782	9,036
Kilkenny, . . .	5,667	4,376	2,944	1,746	723	15,456
King's, . . .	3,602	2,403	1,366	928	365	8,664
Longford, . . .	3,339	2,006	1,027	894	591	7,857
Louth, . . .	3,722	2,507	1,530	1,165	655	9,579
Meath, . . .	3,711	3,121	2,062	1,541	1,150	11,585
Queen's, . . .	3,428	2,412	1,481	1,060	613	8,994
Westmeath, . . .	3,233	2,885	1,634	1,327	658	9,737
Wexford, . . .	4,712	3,128	2,146	1,655	848	12,489
Wicklow, . . .	3,084	2,277	1,339	976	469	8,145
Total, . . .	55,890	37,768	22,663	16,011	9,079	141,411
CONNAUGHT.						
Galway, . . .	9,110	6,108	2,846	2,016	976	21,056
Leitrim, . . .	5,677	4,393	2,558	1,654	822	15,104
Mayo, . . .	10,093	5,743	2,989	2,280	833	21,938
Roscommon, . . .	7,379	4,612	2,702	1,908	872	17,473
Sligo, . . .	5,367	3,448	2,075	1,496	738	13,124
Total, . . .	37,626	24,304	13,170	9,354	4,241	88,695
ULSTER, . . .	72,995	53,619	32,270	26,378	11,833	197,095
MUNSTER, . . .	55,759	41,659	27,062	20,225	12,600	157,305
LEINSTER, . . .	55,890	37,768	22,663	16,011	9,079	141,411
CONNAUGHT, . . .	37,626	24,304	13,170	9,354	4,241	88,695
Grand Total, . . .	222,270	157,350	95,165	71,968	37,753	584,506
Per centage, . . .	38.03	26.92	16.28	12.31	6.46	—

25. We publish, in the Appendix, programmes showing the minimum degree of proficiency required for the pupils in each class; and, from the reports of our Inspectors, we have reason to know that these programmes are strictly observed.

VII.—26. The total amount of salaries, premiums, gratuities, and allowances paid in 1862 to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central, and other Model Schools, and the payments to Organizing Teachers—was £219,644 4s. 4d. The details for each species of service are given in our Financial Statement, hereto appended.

VIII.—27. The amount received for books and school requisites sold at reduced prices to National Schools in the year 1862, was £8,427 16s. 7d. The number of orders was 8,593; and the average amount of each order, 19s. 7½d.

28. The estimated value of the grants of books and school requisites given as Free Stock, in 1862, was £5,728 0s. 7d. The number of grants was 2,382; and the average value of each, £2 8s. 1d.

29. The amount received for school apparatus during the year 1862 was £1,105 17s. 7d.; representing a value of £1,769 8s. 1d., comprising 710 distinct orders—the average value of each order being £2 9s. 10d.

30. We also made, during the same period, free grants of apparatus, of which the total value was £1,225 12s. 9d. The majority of these grants were awarded to ordinary National Schools which had received the benefits of organization, and to our Model Schools. We learn from the Reports of our Inspectors that the aid afforded to National Schools by means of this department has tended materially to promote their efficiency.

IX.—31. The number of pupils on the rolls of our Model Schools in Marlborough-street, upon the 31st of December, 1862, was—males, 771; females, 579; infants, 385; making a total of 1,735.

32. The religious denominations of the 1,735 children on the rolls of the Model Schools, Marlborough-street, at the above date, are specified in the following return:—

	Males.	Females.	Infants.	Total.
Established Church, .	143	100	32	275
Roman Catholics, .	579	442	317	1,338
Presbyterians, .	32	29	32	93
Other Dissenters, .	16	5	—	21
Jews, .	1	3	4	8
Total, .	771	579	385	1,735

X.—33. We trained during the year, and supported at the public expense, 319 National Teachers, of whom 167 were males, and 152 females. We also trained 34 Teachers not connected with

National Schools, who supported themselves during their attendance at the Model Schools. The total number of Teachers trained in 1862 was 353. Of the 319 Teachers of National Schools trained during the year, 44 were of the Established Church, 59 were Presbyterians, 212 were Roman Catholics, and 4 were Dissenters. The total number of male and female teachers trained from the commencement of our proceedings to the 31st December, 1862, is 6,312. We do not include in this last number those Teachers who, at the time of their training, were unconnected with National Schools.

Navigation
teachers.

34. We also trained an additional number of National Teachers in the principles of Navigation and the use of nautical instruments. The special instruction thus imparted will enable them to extend a knowledge of this branch of science to Schools favourably situated for its introduction; but the number of these Schools must necessarily be small.

Training de-
partments.

35. The respective establishments in which the Teachers, both male and female, attending at our training institution, are boarded and lodged, continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for the maintenance of order and discipline, for the exercise of kindly feeling towards each other, and for the careful observance of their religious duties.

Number of
Teachers in
Board's ser-
vice at end
of 1862.

XI.—36. The following Table shows that we had in our service, at the end of the year 1862, 5,613 Principal, and 1,365 Assistant Teachers, making, in the whole, 6,978*—of whom 3,279 are trained; also, that we had in our service, at the same period, 694 Workmistresses, many of whom act in the further capacity of Junior Assistants in the literary business of the schools:—

Class.	Principals.		Assistants.		Work- mistresses and Junior Assistants.
	Males.	Females.	Males.	Females.	
1 ¹ . . .	76	44	3	3	.
1 ² . . .	117	81	10	3	.
1 ³ . . .	241	121	12	7	.
2 ¹ . . .	494	208	17	27	.
2 ² . . .	595	279	30	50	.
3 ¹ . . .	1,198	435	118	176	.
3 ² . . .	777	333	186	221	.
Probationers, .	448	166	280	222	.
Total, .	3,946	1,667	656	709	694
	5,613		1,365		

* This number is exclusive of Teachers in the Prison Schools, Lunatic Asylum Schools, and Workhouse Schools, in connexion with us, and Teachers in Convent Schools, no record being kept of their classification—the former not being paid by the Board, and the latter being paid according to the average daily attendance in their respective schools.

37. The following Table exhibits the number of Senior and Junior Monitors in our service in Ordinary National Schools, at the end of the year 1862, distinguishing Males from Females, and showing the numbers in each year of service:—

Number of
Paid Moni-
tors in
Board's
service at
end of 1862.

Year of Service.	Senior.		Junior.	
	Males.	Females.	Males.	Females.
1st year, . .	450	423	177	188
2nd „ . .	335	348	134	109
3rd „ . .	204	266	91	87
4th „ . .	121	240	.	.
Total, .	1,110	1,277	402	384
	2,387		786	
	3,173			

38. The following Table exhibits the number of Teachers in receipt of Good Service Salary; also their classification, and term of service completed since first classed.

Number of
Teachers in
receipt of
Good Ser-
vice salary.

Class.	Males.			Females.		
	8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
III ¹ . . .	12	10	9	3	4	1
II ² . . .	12	18	19	6	1	3
II ¹ . . .	17	24	18	9	3	5
I ³ . . .	16	25	35	13	10	5
I ² . . .	5	12	29	7	11	11
I ¹ . . .	5	11	18	6	6	8
Total, .	67	100	128	44	35	33
	295			112		
	407					

39. In our “Rules and Regulations,” published in the Appendix, we give the scales of salaries allowed to the several grades of Teachers in connexion with us; also, the various gratuities awarded for special services rendered by the Teachers in the training and instruction of their pupils. These special gratuities are very generally enjoyed by the Teachers, and have had the effect of stimulating the whole body to increased energy and devotion in the discharge of their school duties.

Scales of
salaries, &c.

XII.—40. The following table exhibits, in counties and provinces, the total amount of local emoluments received in aid of salaries of teachers of National Schools (excluding Workhouse Schools, Prison Schools, Lunatic Asylum Schools, and Closed or Suspended Schools) during the year 1862; also, the average per each school and each pupil in daily average attendance.

Amount of
local emo-
luments
received in
aid of sala-
ries.

AMOUNT of LOCAL EMOLUMENTS received in aid of Salaries of Teachers of
National Schools in 1862.

PROVINCES AND COUNTIES.	Payments by Children.	Subscriptions	Total.	No. of Schools.	No of Pupils.	Average per School.	Average per Pupil.
ULSTER:	£ s. d.	£ s. d.	£ s. d.			£ s. d.	s. d.
Antrim, . . .	4,837 4 2	630 12 8	5,467 16 10	438	23,261	12 9 8	4 8½
Armagh, . . .	1,123 16 6	457 4 2	1,581 0 8	159	7,995	9 18 10½	3 11½
Cavan, . . .	661 1 5	153 9 0	814 10 5	227	8,134	3 11 9	2 0
Donegal, . . .	878 1 6	518 8 2	1,396 9 8	273	9,359	5 2 3½	2 11
Down, . . .	3,513 6 7	717 17 6	4,231 4 1	331	16,448	12 15 8	5 1½
Fermanagh, . .	414 12 4	83 8 9	498 1 1	130	4,197	3 16 7½	2 4½
Londonderry, .	1,400 14 0	990 19 1	2,391 13 1	201	7,586	11 7 11½	6 3½
Monaghan, . .	740 12 3	239 2 0	979 14 3	147	5,313	6 13 3½	3 8½
Tyrene, . . .	1,396 7 10	460 9 6	1,856 17 4	290	10,203	6 8 0½	3 7½
Total, . . .	14,965 16 7	4,251 10 10	19,217 7 5	2,196	92,496	8 15 0	4 1½
MUNSTER:							
Clare, . . .	920 11 4	141 15 0	1,062 6 4	182	8,214	5 16 8½	2 7
Cork, . . .	3,227 16 8	713 13 4	3,941 10 0	493	28,626	7 19 10½	2 9
Kerry, . . .	915 12 4	223 4 5	1,138 16 9	193	10,830	5 18 0½	2 11½
Limerick, . . .	1,676 3 1	317 0 6	1,993 3 7	175	11,499	11 7 1½	3 5½
Tipperary, . .	1,735 0 8	220 15 0	1,955 15 8	256	12,366	7 12 9½	3 1½
Waterford, . .	740 19 1	387 18 8	1,128 17 9	105	5,705	10 15 0½	3 11½
Total, . . .	9,216 3 2	2,004 6 11	11,220 10 1	1,404	77,240	7 19 9	2 10
LEINSTER:							
Carlow, . . .	226 16 5	31 12 6	258 8 11	57	2,895	4 10 8½	1 9½
Dublin, . . .	2,564 8 6	1,273 13 7	3,838 2 1	199	17,171	19 5 8½	4 5½
Kildare, . . .	686 10 6	185 10 0	872 0 6	96	4,471	9 1 8	3 10½
Kilkenny, . . .	799 16 2	280 5 1	1,080 1 3	157	7,468	6 17 7	2 10½
King's, . . .	529 9 8	166 13 8	696 3 4	89	3,697	7 16 5½	3 9
Longford, . . .	227 3 7	98 15 0	325 18 7	85	3,254	3 16 8½	2 0
Louth, . . .	451 0 5	258 4 0	709 4 5	78	4,576	9 1 10½	3 1
Meath, . . .	734 18 6	327 9 0	1,062 7 6	152	5,801	6 19 9½	3 8
Queen's, . . .	384 2 3	214 10 0	598 12 3	86	3,974	6 19 2½	3 0
Westmeath, . .	444 19 1	138 17 0	583 16 1	116	4,471	5 0 8	2 7½
Wexford, . . .	661 14 11	139 17 6	801 12 5	137	5,443	5 17 0½	2 11½
Wicklow, . . .	475 2 6	185 11 9	660 14 3	81	3,738	8 3 1½	3 6½
Total, . . .	8,186 2 6	3,300 19 1	11,487 1 7	1,333	66,959	8 12 4	3 5
CONNAUGHT:							
Galway, . . .	827 16 10	248 0 11	1,075 17 9	200	9,949	5 7 7	2 1½
Leitrim, . . .	331 4 5	240 12 0	571 16 5	163	6,182	3 10 2	1 10
Mayo, . . .	553 3 2	403 11 10	956 15 0	239	9,469	4 0 0	2 0½
Roscommon, . .	497 12 8	278 14 11	776 7 7	168	7,316	4 12 5	2 1½
Sligo, . . .	322 0 6	240 4 10	562 5 4	114	4,925	4 18 7½	2 3½
Total, . . .	2,531 17 7	1,411 4 6	3,943 2 1	884	37,841	4 9 2½	2 1
ULSTER, . . .	14,965 16 7	4,251 10 10	19,217 7 5	2,196	92,496	8 15 0	4 1½
MUNSTER, . . .	9,216 3 2	2,004 6 11	11,220 10 1	1,404	77,240	7 19 10	2 10
LEINSTER, . . .	8,186 2 6	3,300 19 1	11,487 1 7	1,333	66,959	8 12 4	3 5
CONNAUGHT, . .	2,531 17 7	1,411 4 6	3,943 2 1	884	37,841	4 9 2½	2 1
Grand Total, . .	34,899 19 10	10,968 1 4	45,868 1 2	5,817	274,536	7 17 8½	3 4

41. The above Table shows an increase in the *local* emoluments for the year 1862, compared with the year 1861, of £1,595 19s. 1d.; and also an increase in the average per school, and average per pupil. The total amount received *from all sources*, by the teaching-staff of the schools in connexion with us for the year 1862, appears to have been £265,512 5s. 6d.; but of this sum, 82·73 per cent. was derived from the funds placed at our disposal by the State, and only 17·27 per cent. from local sources.

Comparing these centesimal proportions with the like proportions for the year 1861, we find that notwithstanding the large addition to the local emoluments in support of National Education for the year 1862, it was not proportionate to the increase in the amount contributed from the public funds: a decrease of 1.45 appearing in the per-centage of local emoluments; and an increase to the same extent, in the per-centage derived from the parliamentary grant.

XIII.—42. The number of Workhouse Schools in connexion with us on the 31st December, 1862, was 144. Of these schools 30 are in Ulster, 50 in Munster, 36 in Leinster, and 28 in Connaught —being an increase of 3 over the year 1861. Workhouse
Schools, and
attendance.

43. The *total* number of distinct children appearing on the rolls of these 144 Workhouse Schools, for the year ending 31st December, 1862, was 18,193; the *average* number on the rolls was 11,821; while the average daily attendance was 8,912.

XIV.—44. We publish, in the Appendix, the Reports of our Head Inspectors on the condition of the District and Minor Model Schools. There are now 23 in operation—including the Central or Metropolitan District. The number of children on the rolls of these schools for the *year ended* the 31st of December, 1862, was 16,696*, and the average daily attendance for the same period, 7,466*. In the following Table the total number on the rolls is divided into males, females, and infants:— Attendance
at District
and Minor
Model
Schools.

COUNTY.	Number.	Name of School.	No. of <i>distinct</i> Pupils on the Rolls for the year ended 31st December, 1862.				Average daily attendance for the year ended 31st Dec., 1862.
			Males.	Females.	Infants.	Total.	
Dublin, .	1	Metropolitan :					
"		Central, . . .	1,356	1,099	668	3,123	1,385
"		Inchicore, . .	197	101	99	397	160
"		West Dublin, .	629	606	558	1,793	596
Antrim, .	2	Belfast, . . .	1,356	779	579	2,714	1,188
"	3	Ballymena, . .	148	123	94	365	152
Armagh, .	4	Newry,	179	151	141	471	199
Cavan, . .	5	Bailieborough, .	132	142	70	344	170
Down, . .	6	Newtownards, .	194	125	83	402	312
London- derry, . .	7	Coleraine, . . .	138	153	61	352	152
"	8	Londonderry, . .	312	214	160	686	350
Cork, . . .	9	Dunmanway, . .	230	259	.	489	235
Limerick, .	10	Limerick, . . .	327	203	204	734	261
Tipperary, .	11	Clonmel, . . .	175	150	78	403	178
Waterford, .	12	Waterford, . .	147	141	107	395	169
Kildare, . .	13	Athy,	120	113	78	311	125
Kilkenny, .	14	Kilkenny, . . .	137	143	155	435	175
Meath, . .	15	Trim,	235	228	120	583	259
Wexford, .	16	Enniscorthy, . .	17	16	15	48	31
Galway, . .	17	Galway,	327	111	153	591	314
Antrim, . .	18	Ballymoney (Minor),	112	118	86	316	161
"	19	Carrickfergus "	122	93	118	333	197
Monaghan, .	20	Monaghan "	154	142	78	374	196
Tyrone, . .	21	Omagh "	205	177	113	495	219
"	22	N.-T.-Stewart "	104	111	81	296	134
King's, . .	23	Parsonstown "	112	77	57	246	148
Total, . . .			7,165	5,575	3,956	16,696	7,466

* Maritime and Agricultural pupils included.

Religious
denomina-
tions of Mo-
del School
pupils, for
December
quarter.

45. We have obtained from our Inspectors returns showing the religious denominations of the children on the rolls of the District and Minor Model Schools, for the quarter ended the 31st December, 1862.

46. It appears that the total number of children on the rolls of our Model Schools for the last quarter of the year 1862 was 10,769; of which 2,364 were of the Established Church, 5,269 Roman Catholics, 2,586 Presbyterians, and 550 belonged to other persuasions. In the subjoined tabulation of these returns, we include the schools of the Central or Metropolitan district.

RELIGIOUS DENOMINATIONS of the CHILDREN on the Rolls of the Model Schools, for the quarter ended the 31st December, 1862.

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1862.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
DUBLIN,		METROPOLITAN : CENTRAL MODEL.					
	752	Male, No. 1,	506	92	375	25	14
	8653	Do., No. 2,	134	28	100	6	.
	8654	Do., No. 3,	67	8	54	4	1
	8655	Do., No. 4,	77	13	62	2	.
	8656	Do., No. 5,	152	22	122	5	3
	753	Female, No. 1,	346	62	259	19	6
	8657	Do., No. 2,	133	17	113	3	.
	8658	Do., No. 3,	77	15	51	9	2
	8659	Do., No. 4,	99	11	88	.	.
	1795	Infant, . .	465	38	387	34	6
		Total, .	2,056	306	1,611	107	32
		WEST DUBLIN.					
	5640	Male, . .	311	7	293	10	1
	5641	Female, . .	229	16	208	5	.
	5642	Infant, . .	219	8	207	4	.
		Total, .	759	31	708	19	1
		INCHICORE RAIL- WAY.					
	6978	Male, . .	124	50	70	4	.
	6979	Female, . .	64	35	28	1	.
	6980	Infant, . .	50	28	22	.	.
		Total, .	238	113	120	5	.
ANTRIM,		BELFAST.					
	6963	Male, . .	888	205	225	378	80
	6964	Female, . .	527	105	108	245	69
	6965	Infant, . .	356	71	114	139	32
		Total, .	1,771	381	447	762	181

[continued.]

RELIGIOUS DENOMINATIONS OF CHILDREN ON ROLLS OF MODEL SCHOOLS—*continued.*

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1862.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
ANTRIM, .	{	BALLYMENA.					
		5621 Male, . . .	85	10	10	61	4
		5622 Female, . . .	77	14	4	57	2
		5623 Infant, . . .	49	8	12	25	4
		Total, . . .	211	32	26	143	10
ARMAGH, .	{	NEWRY.					
		5624 Male, . . .	122	22	42	49	9
		5625 Female, . . .	101	24	34	40	3
		5626 Infant, . . .	82	12	36	26	8
		Total, . . .	305	58	112	115	20
CAVAN, .	{	BAILIEBOROUGH.					
		5627 Male, . . .	82	22	41	19	.
		5628 Female, . . .	90	21	48	21	.
		8514 Infant, . . .	62	22	30	10	.
		Total, . . .	234	65	119	50	.
DOWN, .	{	NEWTOWNARDS.					
		7774 Male, . . .	194	17	1	160	16
		7775 Female, . . .	125	11	1	107	6
		7776 Infant, . . .	83	3	.	75	5
		Total, . . .	402	31	2	342	27
LONDONDERRY,	{	COLERAINE.					
		5618 Male, . . .	86	15	16	47	8
		5619 Female, . . .	99	30	22	41	6
		5620 Infant, . . .	42	7	13	18	4
		Total, . . .	227	52	51	106	18
Do.,	{	LONDONDERRY.					
		7690 Male, . . .	252	79	2	150	21
		7691 Female, . . .	159	62	1	76	20
		7692 Infant, . . .	112	36	2	56	18
		Total, . . .	523	177	5	282	59
CORK, . .	{	DUNMANWAY.					
		5636 Male, . . .	144	7	132	.	5
		5637 Female, . . .	124	4	119	.	1
		Total, . . .	268	11	251	.	6

[continued.]

RELIGIOUS DENOMINATIONS of CHILDREN on Rolls of Model Schools—*continued.*

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1862.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
LIMERICK, .	{	LIMERICK.					
		6970 Male, . .	197	71	112	11	3
		6971 Female, . .	129	31	95	2	1
		6972 Infant, . .	141	50	80	8	3
		Total, .	467	152	287	21	7
TIPPERARY, .	{	CLONMEL.					
		5633 Male, . .	125	48	65	5	7
		5634 Female, . .	90	31	47	8	4
		5635 Infant, . .	47	13	24	5	5
		Total, .	262	92	136	18	16
WATERFORD, .	{	WATERFORD.					
		6974 Male, . .	99	44	36	10	9
		6975 Female, . .	76	26	49	1	.
		6976 Infant, . .	71	23	45	3	.
		Total, .	246	93	130	14	9
KILDARE, .	{	ATHY.					
		6209 Male, . .	86	39	35	6	6
		6210 Female, . .	78	34	40	1	3
		6615 Infant, . .	54	33	12	6	3
		Total, .	218	106	87	13	12
KILKENNY, .	{	KILKENNY.					
		6981 Male, . .	102	24	69	3	6
		6982 Female, . .	98	6	92	.	.
		6983 Infant, . .	97	12	82	3	.
		Total, .	297	42	243	6	6
MEATH, .	{	TRIM.					
		5630 Male, . .	186	17	169	.	.
		5631 Female, . .	148	12	136	.	.
		5632 Infant, . .	93	9	84	.	.
		Total, .	427	38	389	.	.
WEXFORD, .	{	ENNISCORTHY.					
		7784 Male, . .	17	14	3	.	.
		7785 Female, . .	16	9	2	2	3
		7786 Infant, . .	15	6	1	.	8
		Total, .	48	29	6	2	11
GALWAY, .	{	GALWAY.					
		6212 Male, . .	215	19	187	5	4
		6213 Female, . .	82	13	62	3	4
		6214 Infant, . .	122	20	82	9	11
		Total, .	419	52	331	17	19

[continued.]

RELIGIOUS DENOMINATIONS OF CHILDREN ON ROLLS OF MODEL SCHOOLS—continued.

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1861.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
ANTRIM, .	{	BALLYMONEY (MINOR).					
		6737 Male, . .	83	10	18	54	1
		6738 Female, . .	82	7	22	52	1
		6739 Infant, . .	57	12	10	35	.
		Total, .	222	29	50	141	2
	{	CARRICKFERGUS (MINOR).					
		7753 Male, . .	89	23	6	45	15
		7754 Female, . .	70	14	10	30	16
		7755 Infant, . .	90	20	9	38	23
		Total, .	249	57	25	113	54
MONAGHAN,	{	MONAGHAN (MINOR).					
		7751 Male, . .	114	33	54	25	2
		7752 Female, . .	88	38	25	24	1
		7854 Infant, . .	57	20	18	19	.
		Total, .	259	91	97	68	3
TYRONE, .	{	OMAGH (MINOR).					
		7853 Male, . .	132	56	.	61	15
		8178 Female, . .	92	33	7	43	9
		8179 Infant, . .	49	22	2	19	6
		Total, .	273	111	9	123	30
Do. . .	{	N.-T.-STEWART (MINOR).					
		7758 Male, . .	70	20	3	44	3
		7759 Female, . .	65	25	2	36	2
		8694 Infant, . .	57	25	1	29	2
		Total, .	192	70	6	109	7
KING'S COUNTY,	{	PARSONSTOWN (MINOR).					
		7949 Male, . .	95	74	12	1	8
		7950 Female, . .	63	44	7	5	7
		7951 Infant, . .	38	27	2	4	5
		Total, .	196	145	21	10	20
		Grand Total,	10,769	2,364	5,269	2,586	550
		Per-centage,	—	21·95	48·92	24·03	5·10

Newtownards, Enniscorthy, Enniskillen, Cork, and Sligo District Model Schools.

XV.—47. The District Model Schools at Newtownards and Enniscorthy were opened for the reception of pupils in the month of August last.

48. The arrangements for the erection of the Enniskillen District Model School have been completed. The erection of the Cork District Model School is in progress. The Sligo District Model School is about being opened.

Lurgan Minor Model School.

49. The Lurgan Minor Model School, though not completed at the end of the year to which this Report refers, is now in satisfactory operation.

Total number of District and Minor Model Schools.

50. The number of District Model Schools in operation at the end of the year was 16*; the number about being opened, 1; the number to be yet built, 2; total, 19.

51. The number of Minor Model Schools in operation at the end of the year 1862, was 6; the number being built, 1; total, 7.

52. The total number of District and Minor Model Schools already erected, together with those which we have agreed to erect, amounts to 26*.

Dr. Kirkpatrick's Report on School Farms.

XVI.—53. Dr. Kirkpatrick, our Agricultural Inspector, has furnished his Annual Report on the School Farms in operation during the year, and on the Albert Institution, Glasnevin. We publish this document in the Appendix.

54. The total number of School Farms in operation on the 31st December, 1862, was 134, of which 19 were School Farms of the First Class, under the exclusive management of the Board, and 17 were School Farms of the First Class, under local management. Of the remaining number, 48 were ordinary School Farms, 47 were farms attached to Workhouse Schools, and 3 were School Gardens—one of the latter being under our own management.

55. The following is a list of the School Farms of the First Class:—

First Class Farms under management of Commissioners.		No. 1.—Nineteen SCHOOL FARMS of the FIRST CLASS under EXCLUSIVE MANAGEMENT of COMMISSIONERS.	
County.	School.	County.	School.
Antrim, .	. Ballymoney.	Tipperary, .	. Kyle Park.
" .	. Ulster (Belfast).	" .	. Derrycastle.
Cavan, .	. Bailieboro'.	" .	. Gormanstown.
Donegal, .	. Temple Douglas.	Dublin, .	. Albert.
Monaghan, .	. Bath.	Kildare, .	. Athy.
Cork, .	. Dunmanway.	Kilkenny, .	. Woodstock.
" .	. Glandore.	" .	. Kilkenny.
" .	. Farrahy.	Leitrim, .	. Leitrim.
" .	. Munster (Cork).		
Limerick, .	. Limerick.		
" .	. Mt. Trenchard.		Total, 19.

* This number does not include the Central or Metropolitan District.

No. 2.—Seventeen SCHOOL FARMS of the FIRST CLASS under LOCAL MANAGEMENT.

County.	School.	County.	School.	First Class Farms under management of Local Patrons.
Antrim, . . .	Ballycarry.	Kilkenny, . . .	Piltown.	
" . . .	Larne.	King's, . . .	Rahan.	
Londonderry, . . .	Templemoyle.	Louth, . . .	Dromiskin.	
Monaghan, . . .	Cornagilta.	Meath, . . .	Woodpole.	
Tyrone, . . .	Loughash.	Galway, . . .	Ballinakill.	
Clare, . . .	Feakle.	" . . .	Clonkeenkerly.	
" . . .	Cahersherkin.	Roscommon, . . .	Glanduff.	
" . . .	Sallybank.			
Waterford, . . .	Glengarra.			
Carlow, . . .	Garryhill.			
			Total, 17.	

56. The following is a Classified Summary of the School Farms in the several counties of Ireland, on the 31st December, 1862:—

Summary of Agricultural School Farms.

	Counties.	School Farms.				
		First Class.	Ordinary.	School Gardens.	Work-house.	Total.
1	Antrim, . . .	4	1	.	5	10
2	Armagh, . . .	.	2	.	.	2
3	Cavan, . . .	1	3	.	.	4
4	Donegal, . . .	1	4	.	.	5
5	Down, . . .	.	.	.	1	1
6	Fermanagh, . . .	.	2	.	.	2
7	Londonderry, . . .	1	.	.	1	2
8	Monaghan, . . .	2	.	.	1	3
9	Tyrone, . . .	1	3	.	.	4
	Total in Ulster, .	10	15	.	8	33
10	Clare, . . .	3	3	.	1	7
11	Cork, . . .	4	4	.	3	11
12	Kerry, . . .	.	2	.	3	5
13	Limerick, . . .	2	.	.	1	3
14	Tipperary, . . .	3	.	.	9	12
15	Waterford, . . .	1	2	.	2	5
	Total in Munster, .	13	11	.	19	43
16	Carlow, . . .	1	.	.	.	1
17	Dublin, . . .	1	.	1	2	4
18	Kildare, . . .	1	2	.	2	5
19	Kilkenny, . . .	3	3	.	3	9
20	King's, . . .	1	1	.	3	5
21	Longford, . . .	.	2	.	.	2
22	Louth, . . .	1	.	.	.	1
23	Meath, . . .	1	1	.	1	3
24	Queen's, . . .	.	.	.	.	.
25	Westmeath, . . .	.	1	.	1	2
26	Wexford, . . .	.	.	.	3	3
27	Wicklow, . . .	.	1	.	.	1
	Total in Leinster, .	9	11	1	15	36

[continued.]

Summary of the School Farms in Ireland—*continued*.

	Counties.	School Farms.				
		First Class.	Ordinary.	School Gardens.	Work-house.	Total.
28	Galway,	2	2	.	.	4
29	Leitrim,	1	.	.	1	2
30	Mayo,	.	3	1	1	5
31	Roscommon,	1	4	1	2	8
32	Sligo,	.	2	.	1	3
Total in Connaught,		4	11	2	5	22
Grand Total, .		36	48	3	47	134

Number of
School
Farms,
from 1852
to 1862.

57. The following Table shows the number of School Farms in the years 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, and 1862:—

YEAR.	Number of School Farms in each Year.				
	First Class.	Ordinary.	School Gardens.	Workhouse.	Total.
1852, . . .	27	39	3	23	92
1853, . . .	33	43	3	50	129
1854, . . .	35	47	3	70	155
1855, . . .	37	46	3	79	165
1856, . . .	37	51	3	77	168
1857, . . .	39	48	3	76	166
1858, . . .	42	47	3	64	156
1859, . . .	38	45	2	58	143
1860, . . .	36	42	2	41	121
1861, . . .	36	39	2	43	120
1862, . . .	36	48	3	47	134

58. The report of our Agricultural Inspector, inserted in the Appendix, shows the condition of the Agricultural Department for the year 1862.

Improved
course of
agricultural
instruction
for teachers
in training.

59. We think it right to re-publish from our last report, the particulars of some changes recently made in the course of instruction at the Albert Agricultural Institution. We considered that more time should be devoted to the agricultural instruction of the young men than had been previously given, and have accordingly arranged:

1. That the Lecturer on Agriculture at the Albert Institution shall deliver to the teachers in training at our Literary Training Establishment two lectures, weekly, on improved agricultural practices.
2. That the teachers, during their term of training, shall attend on each Saturday at the Albert Model Farm, where a lecture will be given on some practical subject;

and where they will also be instructed on the cultivation, cropping, and general management of large and small farms—including the breeding and feeding of live-stock, dairy management, &c., &c.

3. That six acres of the Albert Farm shall be set apart and managed so as to present an example of correct cultivation and systematic cropping, suitable for small farms. This small *example farm* to be under the management of the Lecturer on Agriculture, and to be cultivated, as far as practicable, by manual labour—the account of the receipts and expenditure connected with its working to be kept quite distinct from that of the larger farm at Glasnevin.

We expect that this extended industrial training will prove very beneficial to the Teachers, and, through their agency, advantageous also to the country at large.

XVII.—60. In order to afford increased facilities for the establishment of vested Schools, and to meet the varying circumstances of the people, we have modified the requirements and the cost of erection in localities where buildings of a less expensive character than those erected in accordance with the plans and specifications generally in use would suffice. Such exceptional buildings, however, are not to cost more than £100, each—two-thirds of which, as in ordinary cases, to be defrayed by the State, on the usual preliminary conditions being fulfilled by the applicants.

Modification in scale of Building Grants.

XVIII.—61. We publish, in the usual form, a full statement of our receipts and expenditure for the year ending 31st of December, 1862.

XIX.—62. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Twenty-fourth day of July, One Thousand Eight Hundred and Sixty-three.

SEAL.

(Signed)

JAMES KELLY,
WILLIAM M^cCREEDY, } *Secretaries.*

ACCOUNT
OF
RECEIPTS AND DISBURSEMENTS,
FROM
1ST JANUARY TO 31ST DECEMBER, 1862.

Receipts
and
Disburse-
ments.

ACCOUNT of the RECEIPTS and DISBURSEMENTS of the COMMISSIONERS

CHARGE.	£	s.	d.
BALANCE on the 31st December, 1861,	45,862	3	7
AMOUNT RECEIVED FROM THE TREASURY on account of VOTES, . . .	269,377	0	0
Do. for BOOKS and REQUISITES sold to the National Schools in Ireland, at reduced prices, during the twelve months ended the 31st December, 1862, . . .	8,427	16	7
Do. for SCHOOL APPARATUS sold to the National Schools in Ireland, at reduced prices, during the twelve months ended 31st December, 1862, . . .	1,105	17	7
Do. for Fees from Pupils attending the CENTRAL MODEL SCHOOLS, MARLBOROUGH-STREET,	820	5	0
Do. for Fees, &c., from Pupils attending the DUBLIN WEST MODEL SCHOOL, SCHOOL-STREET,	171	7	1
Do. for sale of Wearing Apparel made up by the Female Teachers in Training, . . .	29	15	2
Do. for Garden Produce, &c., from GLASNEVIN INDUSTRIAL SCHOOL, . . .	62	1	11
Do. for Garden Produce, &c., from GLASNEVIN MODEL GARDEN, . . .	66	17	0
Do. for Fees from Pupils attending the INCHICORE MODEL SCHOOL, . . .	53	16	8
Do. for Rent from Teacher of Maritime School, Limerick,	5	0	0
Amount received from the following MODEL SCHOOLS UNDER THE MANAGEMENT OF THE BOARD, for School Fees, &c. :—			
ATHY, CO. KILDARE,	59	3	9
BALLIEBOROUGH, CO. CAVAN,	79	11	9
BALLYMENA, CO. ANTRIM,	82	7	11
BALLYMONEY, CO. ANTRIM,	72	12	5
BELFAST, CO. ANTRIM,	527	10	0
CLONMEL, CO. TIPPERARY,	95	2	11
COLERAINE, CO. LONDONDERRY,	89	2	3
DUNMANWAY, CO. CORK,	99	5	5
GALWAY, CO. GALWAY,	194	3	9
KILKENNY, CO. KILKENNY,	97	8	7
LIMERICK, CO. LIMERICK,	137	10	0
OMAGH, CO. TYRONE,	150	7	0
NEWRY, CO. ARMAGH,	127	3	3
TRIM, CO. MEATH,	98	11	4
WATERFORD, CO. WATERFORD,	73	17	8
N. T. STEWART, CO. TYRONE,	110	11	8
CARRICKFERGUS, CO. ANTRIM,	168	17	9
PARSONSTOWN, KING'S CO.,	138	0	3
MONAGHAN, CO. MONAGHAN,	130	6	11
LONDONDERRY, CO. LONDONDERRY,	278	11	11
NEWTOWNARDS, CO. DOWN,	96	19	4
Do. from the Private Contribution Fund, being Dividends on Legacies and Donations invested in Government Securities,	67	16	0
Do. per Assessor of Income Tax for the Establishment, being deductions under the head of Salaries, &c.,	1,288	16	5
Do. from various sources,	132	13	4
Carried forward,	330,378	12	2

of NATIONAL EDUCATION, from 1st January to 31st December, 1862.

Receipts
and
Disburse-
ments.

DISCHARGE.	£ s. d.	£ s. d.
NORMAL ESTABLISHMENT:		
Salaries and Allowances,	3,014 17 6	
General Expenditure,	376 5 10	3,391 3 4
MALE TRAINING ESTABLISHMENT, GLASNEVIN:		
Salaries and Wages,	146 6 0	
Maintenance and Travelling Expenses of Teachers,	1,024 7 11	
General Expenditure,	161 16 2	1,332 10 1
MALE TRAINING ESTABLISHMENT, NTH. GT. GEORGE'S-ST.:		
Salaries and Wages,	176 0 7	
Maintenance and Travelling Expenses of Teachers,	1,915 1 0	
General Expenditure,	167 15 7	2,258 17 2
AUXILIARY TRAINING ESTABLISHMENT, 29, MARLBOROUGH-STREET:		
General Expenditure,	—	72 15 6
MALE TRAINING ESTABLISHMENT—(SPECIAL CLASS BRANCH):		
General Expenditure,	—	57 19 3
FEMALE TRAINING ESTABLISHMENT:		
Salaries and Wages,	287 9 9	
Maintenance and Travelling Expenses of Teachers,	2,110 7 1	
General Expenditure,	356 15 6	2,754 12 4
CENTRAL MODEL SCHOOLS, MARLBOROUGH-STREET:		
Salaries of Teachers and Monitors,	3,264 10 0	
General Expenditure,	80 19 3	3,345 9 3
DUBLIN WEST MODEL SCHOOL, SCHOOL-STREET:		
Salaries and Allowances to Teachers and Monitors,	1,150 9 3	
General Expenditure,	57 2 1	1,207 11 4
ALBERT MODEL TRAINING ESTABLISHMENT, GLASNEVIN:		
Salary of Literary Teacher,	72 18 6	
General Expenditure,	456 11 1	529 9 7
GLASNEVIN INDUSTRIAL SCHOOL:		
Salaries of Teachers and Monitors,	173 12 5	
General Expenditure, Literary Department,	28 3 5	
Ditto, Industrial ditto,	76 2 10	277 18 8
GLASNEVIN MODEL GARDEN:		
Salary of Gardener, and General Expenditure connected with working of Garden,	—	154 6 7
INCHICORE MODEL SCHOOL:		
Salaries and Allowances to Teachers and Monitors,	373 12 4	
General Expenditure,	9 10 3	383 2 7
ORDINARY NATIONAL SCHOOLS:		
Rents of School-houses, Incidentals, &c.,	—	13 0 2
ATHY DISTRICT MODEL SCHOOL, CO. KILDARE:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c.,	631 0 5	
General Expenditure,	187 2 2	818 2 7
BAILIEBOROUGH DISTRICT MODEL SCHOOL, CO. CAVAN:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c.,	533 9 8	
General Expenditure,	52 3 5	585 13 1
Carried forward,	—	17,182 11 6

Receipts
and
Disbursements.

ACCOUNT of RECEIPTS

[illegible]

and DISBURSEMENTS—continued.

Receipts
and
Disburse-
ments.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	—	17,182 11 6
BALLYMENA DISTRICT MODEL SCHOOL, Co. ANTRIM:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	639 11 5	
General Expenditure,	124 4 6	
		763 15 11
BALLYMONEY MODEL SCHOOL, Co. ANTRIM:		
Salaries and Allowances to Teachers and Monitors, . .	439 18 11	
General Expenditure,	12 8 1	
		452 7 0
BELFAST DISTRICT MODEL SCHOOL, Co. ANTRIM:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	3,097 5 1	
General Expenditure,	375 7 5	
		3,472 12 6
CLONMEL DISTRICT MODEL SCHOOL, Co. TIPPERARY:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	645 0 7	
General Expenditure,	132 12 9	
		777 13 4
COLERAINE DIST. MODEL SCHOOL, Co. LONDONDERRY:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	616 10 8	
General Expenditure,	101 12 0	
		718 2 8
DERRYCASTLE LITERARY SCHOOL, Co. TIPPERARY:		
Salaries and Allowances to Teachers,	—	65 0 0
DUNMANWAY DISTRICT MODEL SCHOOL, Co. CORK:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	531 7 0	
General Expenditure,	100 18 3	
		632 5 3
FARRAHY LITERARY SCHOOL, Co. CORK:		
Salaries and Allowances to Teachers and Monitors, . .	84 13 4	
General Expenditure,	6 10 0	
		91 3 4
GALWAY DISTRICT MODEL SCHOOL, Co. GALWAY:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	934 0 1	
General Expenditure,	103 16 9	
		1,037 16 10
GLANDORE LITERARY SCHOOL, Co. CORK:		
Salaries and Allowances to Teachers and Monitors, . .	78 6 8	
General Expenditure,	10 0 0	
		88 6 8
GORMANSTOWN LITERARY SCHOOL, Co. TIPPERARY:		
Salaries and Allowances to Teachers and Monitors, . .	—	103 13 4
KILKENNY DISTRICT MODEL SCHOOL, Co. KILKENNY:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	648 14 9	
General Expenditure,	132 7 11	
		781 2 8
KYLE PARK LITERARY SCHOOL, Co. TIPPERARY:		
Salaries and Allowances to Teachers and Monitors, . .	134 18 4	
General Expenditure,	12 7 2	
		147 5 6
LEITRIM LITERARY SCHOOL, Co. LEITRIM:		
Salaries and Allowances to Teachers and Monitors, . .	60 13 4	
General Expenditure,	5 6 8	
		66 0 0
LIMERICK DISTRICT MODEL SCHOOL, Co. LIMERICK:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	969 11 11	
General Expenditure,	182 5 11	
		1,151 17 10
LONDONDERRY DIST. MOD. SCHOOL, Co. LONDONDERRY:		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . .	1,099 18 5	
Furniture and General Expenditure,	539 16 11	
		1,639 15 4
Carried forward, . . .	—	29,171 9 8

Receipts
and
Disburse-
ments.

ACCOUNT of RECEIPTS

CHARGE.		£	s.	d.
Brought forward, .		330,378	12	2
Carried forward, . .		330,378	12	2

and DISBURSEMENTS—*continued.*Receipts
and
Disburse-
ments.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	—	29,171 9 8
MOUNT TRENCHARD LITERARY SCHOOL, CO. LIMERICK : Salary to Teacher,	—	16 0 0
MUNGRET LITERARY SCHOOL, CO. LIMERICK : Salaries, &c., of Teachers and Monitors,	—	85 8 4
NEWRY DISTRICT MODEL SCHOOL, CO. ARMAGH : Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., General Expenditure,	617 17 7 121 15 2	739 12 9
TEMPLEDUGLAS LITERARY SCHOOL, CO. DONEGAL : Salary and Allowance to Teacher, General Expenditure,	28 0 0 0 6 6	28 6 6
TERVOE LITERARY SCHOOL, CO. LIMERICK : Salaries and Allowances to Teachers and Monitors,	—	50 8 4
TRIM DISTRICT MODEL SCHOOL, CO. MEATH : Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., General Expenditure,	709 18 8 91 16 1	801 14 9
WATERFORD DIST. MODEL SCHOOL, CO. WATERFORD : Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., General Expenditure,	702 6 1 172 5 6	874 11 7
NEWTOWNARDS DISTRICT MODEL SCHOOL, CO. DOWN : Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., Furniture and General Expenditure,	385 8 6 392 1 9	777 10 3
SLIGO DISTRICT MODEL SCHOOL, CO. SLIGO : General Expenditure,	—	76 4 0
ENNISKILLEN DIST. MODEL SCHOOL, CO. FERMANAGH : General Expenditure,	—	0 17 0
ENNISCORTHY DIST. MODEL SCHOOL, CO. WEXFORD : Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., General Expenditure,	154 14 6 54 0 2	208 14 8
CARRICKFERGUS MINOR MODEL SCHOOL, CO. ANTRIM : Salaries and Allowances to Teachers and Monitors, General Expenditure,	589 7 9 123 16 5	713 4 2
MONAGHAN MINOR MODEL SCHOOL, CO. MONAGHAN : Salaries and Allowances to Teachers and Monitors, General Expenditure,	476 5 2 120 1 9	596 6 11
OMAGH MINOR MODEL SCHOOL, CO. TYRONE : Salaries and Allowances to Teachers and Monitors, General Expenditure,	680 3 7 100 13 7	780 17 2
PARSONSTOWN MINOR MODEL SCHOOL, KING'S CO. : Salaries and Allowances to Teachers and Monitors, General Expenditure,	471 8 11 87 1 9	558 10 8
NEWTOWNSTEWART MINOR MODEL SCHOOL, CO. TYRONE : Salaries and Allowances to Teachers and Monitors, General Expenditure,	355 1 1 64 18 5	419 19 6
WOODSTOCK LITERARY SCHOOL, CO. KILKENNY : Salaries to Teachers, General Expenditure,	49 5 0 11 6 2	60 11 2
LURGAN MINOR MODEL SCHOOL, CO. ARMAGH : General Expenditure,	—	51 0 0
Carried forward, . . .		36,011 7 5

Receipts
and
Disburse-
ments.

ACCOUNT of RECEIPTS

CHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	—	330,378 12 2
RECEIPTS FOR SALES OF FARM PRODUCE, &c., FROM FARMS UNDER THE MANAGEMENT OF THE BOARD :—		
ALBERT MODEL FARM, GLASNEVIN, CO. DUBLIN, . . .	1,396 17 6	
ATHY SCHOOL FARM, CO. KILDARE,	301 6 9	
BAILIEBOROUGH SCHOOL FARM, CO. CAVAN: (Amount per Agriculturist in charge, for Rent, one- half year to 1st May, 1862),	30 0 0	
BALLYMONEY SCHOOL FARM, CO. ANTRIM: (Amount per Agriculturist in charge, for Live and Dead Stock, Sale of Produce, &c.),	259 14 5	
BATH SCHOOL FARM, CO. MONAGHAN: (Amount per Agriculturist in charge, for Live and Dead Stock, Sale of Produce, &c.),	270 6 6	
BELFAST SCHOOL FARM, CO. ANTRIM,	264 6 0	
DERRYCASTLE SCHOOL FARM, CO. TIPPERARY, . . .	65 13 0	
DUNMANWAY SCHOOL FARM, CO. CORK,	76 19 3	
Carried forward, . . .	2,665 3 5	330,378 12 2

and DISBURSEMENTS—continued.

Receipts
and
Disburse-
ments.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	—	36,011 7 5
EXPENDITURE CONNECTED WITH THE WORKING OF AGRICULTURAL SCHOOLS AND SCHOOL FARMS UNDER THE MANAGEMENT OF THE BOARD:—		
ALBERT MODEL FARM, GLASNEVIN, CO. DUBLIN :		
Salaries and Allowances, . . . £502 12 7		
Maintenance and Travelling Allowances of Agricultural Pupils, &c., . . . 1,538 6 2		
Purchase of Live Stock, Seeds, Imple- ments, and General Farm Expenses, &c., 880 17 11		
Rent, 723 0 5		
	3,644 17 1	
ATHY SCHOOL FARM, CO. KILDARE :		
Salary, &c., of Agriculturist, and Main- tenance of Resident Agricultural Pupils, £92 1 8		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, &c., . . . 557 3 11		
	649 5 7	
BAILIEBOROUGH SCHOOL FARM, CO. CAVAN :		
Salary, &c., of Agriculturist, and Main- tenance of Resident Agricultural Pupils, £52 18 4		
General Expenditure, 139 0 0		
	191 18 4	
BALLYMONEY SCHOOL FARM, CO. ANTRIM :		
Salary of Agriculturist, &c., and Main- tenance of Resident Agricultural Pupils, £73 4 2		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 131 0 11		
	204 5 1	
BATH SCHOOL FARM, CO. MONAGHAN :		
Salary of Agriculturist, &c., and Main- tenance of Resident Agricultural Pupils, £75 3 3		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 153 12 1		
	228 15 4	
BELFAST (ULSTER) SCHOOL FARM, CO. ANTRIM :		
Salary, &c., of Agriculturist, and Main- tenance of Resident Agricultural Pupils, £214 8 4		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 749 12 3		
	964 0 7	
DERRYCASTLE SCHOOL FARM, CO. TIPPERARY :		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £89 7 0		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 149 12 11		
	238 19 11	
DUNMANWAY SCHOOL FARM, CO. CORK :		
Salary, &c., of Agriculturist, and Main- tenance of Resident Agricultural Pupils, £61 19 7		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 113 14 6		
	175 14 1	
Carried forward, . . .	6,297 16 0	36,011 7 5

Receipts
and
Disburse-
ments.

ACCOUNT OF RECEIPTS

CHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	2,665 3 5	330,378 12 2
RECEIPTS FOR SALES— <i>continued</i> .		
FARRAHY SCHOOL FARM, CO. CORK :		
(Amount per Agriculturist in charge, for Rent, one year to 1st May, 1862),	23 14 8	
GLANDORE SCHOOL FARM, CO. CORK :		
(Amount per Agriculturist in charge, for Live and Dead Stock, Rent, &c.),	130 18 10	
GORMANSTOWN SCHOOL FARM, CO. TIPPERARY,	160 7 1	
KILKENNY SCHOOL FARM, CO. KILKENNY,	408 15 2	
KYLE PARK SCHOOL FARM, CO. TIPPERARY :		
(Amount per Agriculturist in charge, for Rent, one year to 1st May, 1862),	16 0 0	
LEITRIM SCHOOL FARM, CO. LEITRIM :		
(Amount per Agriculturist in charge, being balance of Rent to 29th September, 1861),	3 0 0	
LIMERICK SCHOOL FARM, CO. LIMERICK,	347 16 0	
MOUNT TRENCHARD SCHOOL FARM, CO. LIMERICK :		
(Amount per Agriculturist in charge, [for Rent,] one- half year to 25th March, 1862),	10 10 0	
MUNSTER SCHOOL FARM, CO. CORK,	706 7 4	
TEMPLEDUGLAS SCHOOL FARM, CO. DONEGAL,	40 18 4	
Carried forward,	4,513 10 10	330,378 12 2

and DISBURSEMENTS—continued.

Receipts
and
Disburse-
ments.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	6,297 16 0	36,011 7 5
EXPENDITURE—continued.		
FARRAHY SCHOOL FARM, CO. CORK :		
Salary of Agriculturist, £30 0 0		
General Expenditure, 23 14 8	53 14 8	
GLANDORE SCHOOL FARM, CO. CORK :		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £54 7 5		
General Expenditure, 69 14 8	124 2 1	
GORMANSTOWN SCHOOL FARM, CO. TIPPERARY :		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £95 10 1		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 258 6 4	353 16 5	
KILKENNY SCHOOL FARM, CO. KILKENNY :		
Salary and Allowance of Agriculturist, and Maintenance of Resident Agricul- tural Pupils, &c., . £275 0 8		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 790 12 4	1,065 13 0	
KYLE PARK SCHOOL FARM, CO. TIPPERARY :		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £35 9 8		
General Expenditure, 53 5 0	88 14 8	
LEITRIM SCHOOL FARM, CO. LEITRIM :		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £36 2 7		
General Expenditure, 12 0 0	48 2 7	
LIMERICK SCHOOL FARM, CO. LIMERICK :		
Salaries and Allowances, Agricultural Department, and Maintenance of Resi- dent Agricultural Pupils, &c., . £699 1 2		
Purchase of Live Stock, Seeds, Imple- ments, Labour, & General Expenditure, 391 16 10		
General Expenditure connected with the Training and Agricultural Depart- ments, 9 16 10	1,100 14 10	
MOUNT TRENCHARD SCHOOL FARM, CO. LIMERICK :		
Salary of Agriculturist and Maintenance of Resident Agricultural Pupils, &c. —	125 1 2	
MUNSTER SCHOOL FARM, CO. CORK :		
Salaries and Allowances of Agriculturist, &c., and Maintenance of Resident Agri- cultural Pupils, £585 0 0		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 792 9 0	1,377 9 0	
TEMPLEDOUGLAS SCHOOL FARM, CO. DONEGAL :		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £63 19 7		
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, 97 11 4	161 10 11	
Carried forward,	10,796 15 4	36,011 7 5

Receipts
and
Disburse-
ments.

ACCOUNT OF RECEIPTS

CHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	4,513 10 10	330,378 12 2
RECEIPTS FOR SALES— <i>continued</i> .		
WOODSTOCK SCHOOL FARM, CO. KILKENNY: (Amount per Agriculturist in charge, for Rent, one- half year to 1st May, 1862),	4 7 0	4,517 17 10
Carried forward, . . .	—	334,896 10 0

and DISBURSEMENTS—continued.

Receipts
and
Disburse-
ments.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	10,796 15 4	36,011 7 5
EXPENDITURE—continued.		
WOODSTOCK SCHOOL FARM, Co. KILKENNY:		
Allowance of Agriculturist and Wages to an Industrial Class, &c.,	36 14 0	
DUNLEWY AGRICULTURAL SCHOOL, Co. DONEGAL:		
General Expenditure,	8 0 0	10,841 9 4
MISCELLANEOUS EXPENDITURE, AGRICULTURAL DEPARTMENT:		
SALARIES TO TEACHERS of SCHOOLS connected with SCHOOL-FARMS of the First Class (under Local Management), Maintenance of Agricultural Pupils, and Payments to INDUSTRIAL Classes,	706 13 10	
DITTO TO TEACHERS of SCHOOLS connected with ordinary SCHOOL-FARMS, and Payments to INDUSTRIAL Classes,	208 7 8	
GRATUITIES TO AGRICULTURAL TEACHERS connected with WORKHOUSE SCHOOLS,	186 0 0	
SALARIES AND TRAVELLING EXPENSES OF AGRICULTURAL INSPECTOR and AGRICULTURAL SUB-INSPECTORS, &c.,	1,447 4 6	2,548 6 0
SALARIES, GRATUITIES, &c., TO TEACHERS AND MONITORS:		
SALARIES TO PRINCIPAL TEACHERS IN ORDINARY NATIONAL SCHOOLS,	138,215 5 9	
DITTO TO ASSISTANTS in Ditto,	19,682 5 3	
DITTO TO WORKMISTRESSES Ditto,	7,109 19 7	
DITTO TO PAID MONITORS Ditto,	15,160 9 5	
DITTO TO TEACHERS IN EVENING SCHOOLS,	885 9 1	
DITTO, and ALLOWANCES TO TEACHERS ORGANIZING NATIONAL SCHOOLS,	1,711 14 0	
PREMIUMS TO TEACHERS IN NATIONAL SCHOOLS for the encouragement of order and neatness,	1,257 0 0	
SUPPLEMENTAL OR GOOD SERVICE SALARIES,	2,623 12 6	
GRATUITIES TO TEACHERS FOR LITERARY INSTRUCTION in P. L. U. NATIONAL SCHOOLS,	627 0 0	
DITTO TO PRINCIPAL TEACHERS OF NATIONAL SCHOOLS, for training Young Persons for Offices of TEACHER, PUPIL-TEACHER, &c.,	3,529 7 0	
SPECIAL GRATUITIES TO TEACHERS OF NATIONAL SCHOOLS, on retiring from service,	1,656 3 4	
COMMISSION ON POST OFFICE ORDERS FOR PAYMENT OF TEACHERS' SALARIES, &c.,	1,209 2 6	193,667 8 5
TRAVELLING ALLOWANCES TO TEACHERS AND MONITORS of NATIONAL SCHOOLS attending Examinations held by the Head and District Inspectors,	—	928 4 3
PAYMENTS from "The Private Contribution Fund,"	—	3 15 0
Carried forward,	—	244,000 10 5

and DISBURSEMENTS—*continued.**Receipts
and
Disburse-
ments.*

DISCHARGE.		£ s. d.	£ s. d.
Brought forward, . . .		—	244,000 10 5
INSPECTION :			
Salaries, Six Head Inspectors,		2,400 0 0	
Travelling Expenses Do.,		1,324 1 6	
Salaries of District and Sub-Inspectors,		17,054 5 11	
Special Travelling of District and Sub-Inspectors on changing Districts, &c., Postage and General Expen- diture connected with the Inspection of Schools,		667 7 4	21,445 14 9
BOOK DEPARTMENT :			
Contractors for Paper, Printing, and Binding of National School Books, and H. M. Stationery Office for Slates, Pencils, and other School Requisites,		13,844 12 0	
For Maps, Books, and Requisites purchased from Pub- lishers and others,		7,733 2 8	
General Expenditure,		1,208 12 11	22,786 7 7
APPARATUS DEPARTMENT :			
For School Apparatus purchased, and General Expendi- ture,		—	2,927 3 5
OFFICIAL ESTABLISHMENT, MARLBOROUGH-STREET :			
Salaries and Wages,		14,874 19 3	
Travelling Expenses,		129 9 11	15,004 9 2
MISCELLANEOUS :			
Rent and Taxes,		299 3 3	
Stationery and Printing, per H.M. Stationery Office,		1,476 9 8	
Stamps,		43 14 4	
Candles, Gas, &c.,		207 12 0	
Incidentals,		409 7 3	2,436 6 6
COMMISSIONERS OF INCOME TAX :			
Payments of Deductions for Income Tax under the heads of Salaries and Allowances,		—	1,288 16 5
COMMISSIONERS OF PUBLIC WORKS, IRELAND :			
Payment on account of sums voted by Parliament for Buildings in Estimates of Commissioners of National Education, Ireland,		—	2,500 0 0
BALANCE on the 31st of December, 1862,		—	312,389 8 3 22,507 1 9
JAMES CLARIDGE, Accountant.			£ 334,896 10 0

JAMES KELLY,
WILLIAM MCCREEDY, } *Secretaries.*

Education Office, Dublin, 1863.

COMMISSIONERS
OF
NATIONAL EDUCATION IN IRELAND.

Right Hon. Lord BELLEW.
Rev. Dr. HENRY.
Right Hon. ALEXANDER MACDONNELL.
The Marquess of KILDARE.
Right Hon. the LORD CHANCELLOR (Brady).
ROBERT ANDREWS, Esq., q.c.
JAMES GIBSON, Esq.
Very Rev. Dean MEYLER.
J. J. MURPHY, Esq., M.C.
The Lord Bishop of DERRY and RAPHOE.
Hon. Judge LONGFIELD.
Right Hon. the ATTORNEY-GENERAL (O'Hagan).
Right Hon. the Earl of DUNRAVEN.
The LORD CHIEF JUSTICE of COURT of COMMON PLEAS (Monahan).
The LORD CHIEF BARON (Pigot).
The SOLICITOR-GENERAL (Lawson).
Rev. JOHN HALL.
LAURENCE WALDRON, Esq., M.P.
JOHN LENTAIGNE, Esq.
JOHN O'HAGAN, Esq.

APPENDIX

TO THE

TWENTY-NINTH REPORT

OF

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

(1862.)

APPENDIX A.

Appendix A.

RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

Rules and
Regulations
of Commis-
sioners.

PART I.

PART I.

I.—OBJECT AND FUNDAMENTAL PRINCIPLE OF THE SYSTEM OF NATIONAL EDUCATION.

§ I.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

II. *Management of National Schools.*

§ II.

1. The local government of the National Schools is vested in the local Patrons thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager.

This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a school is vested in Trustees, they have the right to nominate the Local Manager.

6. When a school is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the

Appendix A. Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

Rules and
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sioners.

PART I.
§ II.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local Manager, ought to notify to the Commissioners whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

§ III.

III. *Description of Schools to which Commissioners grant aid.*

1. The Schools to which the Commissioners grant aid are divided into two classes, viz.:—1st, Vested Schools, which are vested in the Commissioners, or were vested previously to the incorporation of the Board, in Trustees, for the purpose of being permanently maintained as National Schools; 2ndly, Non-Vested Schools, which are the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

2. There are also Model Schools, Literary and Agricultural, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

4. The Commissioners require that, in Schools attended by females, instruction shall be given (if practicable) in plain needlework.

§ IV.

IV. *Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. The Teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and must, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order shall be carefully laid aside, at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school hours,* simultaneously with religious instruction.

8. In schools, towards the building of which the Commissioners have contributed, and which are vested in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the School-room, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose.

9. In Schools, NOT VESTED, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given in the School-room; but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

In such Schools, the Commissioners do not insist that opportunities shall be afforded (as in the case of Vested Schools) for religious instruction being given in the School-room, by such Pastors, or other persons, as shall be approved by the parents or guardians of children.

10. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of all National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in all Vested Schools the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place more than once at an intermediate time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises at an intermediate time, in cases where it shall appear to them, that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. The secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, Managers, and Teachers are not required to exclude any children from any religious instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, Managers, and Teachers, are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will

* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

Appendix A. regard such interference as opposed to the whole spirit of the system of National Education.

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sioners.

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§ IV.

16. If any child of a religious persuasion different from that of the Teacher of any National School, attend during the time or times set apart for religious instruction given by such Teacher, it shall be his or her duty, on the *first attendance* of every such child, during the time for such religious instruction given by such Teacher in such School, *forthwith* to notify the same to the parent or guardian of such child on, and by, a Form to be furnished by the Commissioners.

17. The Teachers are required to keep a record of the names of the children to whose parents they have sent the printed Form of notification.

18. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which Industrial instruction is the *chief* object) there must be Literary instruction for at least *four* hours, upon five days in the week.

21. In Schools in which Industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours, daily, shall be devoted to Literary instruction.

§ V.

V. Use of School-houses.

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

3. No aid will be granted to a School *held in a place of worship*; nor will the Commissioners sanction the *transfer* of an existing School to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively, for the education* of the children attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-Vested; nor shall any political business *whatsoever* be transacted therein.

§ VI.

VI. Use of Books or Tablets.

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book

of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children.

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Rules and Regulations of Commissioners.

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§ VI.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of the books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that curse them, and pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, "when he was reviled, reviled not again." (1 Pet. ch. ii. v. 23).

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common School-books, in the Scripture Lessons, in the Book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VII. Appointment and Dismissal of Teachers.

§ VII.

1. The local Patrons or Managers of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons or Managers have also the power of removing the Teachers of their own authority. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of

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§ VII.

loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or (except in the case of Convent Schools) member of any religious order, can be recognised as the Teacher of a National School.

3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation, that will impede, or interfere with, their usefulness as Teachers. Teachers of National Schools are specially forbidden to keep public-houses, or houses for the sale of spirituous liquors.

4. Should the Commissioners consider any Teacher in a vested School unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided: in non-vested schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

§ VIII.

VIII. *Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers (as stated in § II.) ; the *Inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that they may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the *Inspector* is not to give any intimation of his intended visit; but when the inspection is to be public he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools.

5. The *Inspector* is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the *District Inspector*, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with a view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The *Inspector* is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

§ IX.

IX. *Admission of Visitors.*

1. The public generally must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Every Teacher of a National School is to receive courteously Visitors of all denominations, to afford them free access to the School-room, and full liberty to examine the Register, Daily Report Book, and Class Rolls;

to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching ; but the Teachers are not required to permit any person to interrupt the business of the School, by asking questions of children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

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sioners.

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§ IX.

3. Should any Visitors wish for information which they cannot obtain by such an Inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. Every Teacher is required to have his Visitors' or Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase ; and the Inspector of the District is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person, communicating it with the approbation of their parents, the Commissioners can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

X. Miscellaneous.

§ X.

1. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the School is one belonging to any particular religious body. The Commissioners, however, do not object to the terms, Male, Female, or Infant : or to the proper local designation of the city, town, parish, street, village, or townland, in which the School may be situated ; or to the name of the founder being stated on the inscription.

2. Patrons and Managers are permitted to close their respective Schools for a reasonable time or times during the year, subject to the interference of the Commissioners in case of abuse.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room, during the hours of united instruction ; nor will the Commissioners, in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the School-room, or affixed to the *exterior* of the buildings : nor shall any placards whatsoever be affixed thereto.

5. The Commissioners regard the attendance of any of their Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

6. The Commissioners require that a Copy of Part I. of their Rules, on a form to be furnished by them, shall be suspended in every National School-room.

PART II.—DIFFERENT CLASSES OF NATIONAL SCHOOLS.

PART II.

I. District and Minor Model Schools.

§ I.

1. District and Minor Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of District Model Schools are to promote united

Appendix A. education; to exhibit the most improved methods of literary and scientific instruction, and to train young persons for the office of Teacher.

Rules and Regulations of Commissioners.
 3. In District and Minor Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

PART II.
 § I.

4. Some of the District and Minor Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

§ II.

II. *Agricultural Schools.*

1. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.

2. Agricultural Schools consist of two classes, Model and Ordinary.

3. Model Agricultural Schools are divided into two classes—viz., those under the exclusive control of the Commissioners, and those under local Patrons.

4. In all Model Agricultural Schools the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

§ III.

III. *First Class School-Farms under the exclusive control of the Commissioners.*

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of Patrons, as in the case of District Model Schools.

5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the Farm.

§ IV.

IV. *First Class School-Farms under Local Patrons.*

1. *Where the Premises are Vested.*

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners free of rent.

3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. *Where the Premises are Non-Vested.*

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners grant the usual salary to the Master, according to his class, as a literary Teacher, and an additional sum of £10 a-year for his services as Agriculturist. They contribute also towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

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sioners.

PART II.
§ V.

V. Ordinary Agricultural Schools.

1. This class of Schools consists of Ordinary National Schools (either Vested or Non-Vested), to which a small farm (from one to three acres), is annexed. The Teacher must be competent to give instruction both in the theory and practice of Agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition of £5 a-year to the class salary of the Teacher, and in some special cases, a small weekly payment to an industrial class of pupils.

3. To entitle a School to such aid, the Commissioners require to be satisfied from the reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

VI. Agricultural Schools connected with Workhouses.

§ VI.

1. In Workhouse Schools to which farms are attached, the Commissioners award to the Agricultural Teacher a gratuity, not exceeding £15 in one year, and make a free grant of books on Agriculture. These gratuities and grants are awarded on the recommendation of the Agricultural Inspectors.

VII. School Gardens.

§ VII.

1. The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture, on ground attached to their respective Schools, the ground to be cultivated by the pupils.

VIII. Industrial Schools.

§ VIII.

1. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an industrial department in connexion with a *Convent School*.

3. The amount of salary will depend upon the circumstances of each case.

IX. Convent Schools.

§ IX.

1. Convent Schools receive aid under the conditions applicable to Non-Vested Schools, and they are subject to the same rules and regulations.

2. The members of the community may discharge the office of Teachers, either by themselves or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community.

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sioners.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one School only*, in connexion with the same Convent.

PART II.

§ X.

X. Workhouse Schools.

1. Such Schools are received into connexion, and grants of books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their officers, and that all the rules of the Board applicable to Non-Vested Schools be faithfully observed.

2. The Commissioners award annual gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

§ XI.

XI. Schools attached to Prisons, Asylums, &c.

Such Schools are received into connexion upon the same general principles as the Workhouse Schools, and grants of books are made thereto. In special cases gratuities are awarded to the Teachers.

§ XII.

XII. Evening Schools.

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary and books.

PART III.

PART III.

§ I.

I. CONDITIONS UPON WHICH AID IS GRANTED TOWARDS BUILDING SCHOOL HOUSES; TOWARDS PAYMENT OF TEACHERS' SALARIES.—CLASSIFICATION OF TEACHERS.—SCALE OF SALARIES TO TEACHERS, MONITORS, &c.—GENERAL REGULATIONS RESPECTING THE TRAINING OF TEACHERS, &c., &c.

1. The Commissioners of National Education grant aid under two general heads, viz. :—

First. Towards building School-houses and providing suitable fittings and furniture. In such cases the Commissioners also grant aid towards the payment of Teachers, supply of books, &c., as hereafter explained.

Secondly. Towards the support and maintenance of Schools established by local parties, without any assistance from the Commissioners towards the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves the right to withdraw any grant of salary or books, whenever they see fit.

§ II.

II. Building (*Vested Schools*).

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed to the Commissioners in their corporate capacity; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site be for a School in a rural district, and be within three statute miles of a School-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

3. Although the Commissioners do not absolutely refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

4. The School premises must be vested in the Commissioners, at a nominal rent, and for such term, under the circumstances, as they may deem necessary.

5. The Commissioners will keep in repair the School-house and furniture, where the premises are vested in them in their corporate capacity.

6. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair.

7. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced*.

8. No grant can be made until the District Inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

9. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building.

10. The Commissioners cannot, in any case, sanction more than two-thirds of the sum which they may deem necessary for the erection of the School-house (including furniture, &c.); and they invariably require that the remaining one-third, at least, shall be locally provided for.

11. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

12. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

13. The Commissioners do not contribute to the ornamenting of School-houses, but merely to such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of a another description be preferred, the whole of the extra expense must be provided by the applicants.

14. The Commissioners do not contribute towards the expense of erecting residences for the Teachers.

15. The Commissioners do not make grants to purchase School-houses, nor to purchase, alter, or furnish other houses, for the purpose of being converted into School-houses.

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sioners.
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III. Aids to Schools previously established.

§ III.

(Such Schools come under the class of "Non-Vested Schools." See PART I., Sec. 3.)

1. The aid granted to Schools previously established is limited to salary and books, and the benefits of inspection and training.

2. The Commissioners do not contribute towards repairs, fittings, furniture; or to the rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's salary, in addition to the School fees; that the School-house is in good repair, and provided with a sufficient quantity of suitable furniture; that a competent Teacher has been appointed; and that the School is in operation.

4. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a report upon all the circumstances of the case.

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sioners.

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5. To entitle a School to a continuance of aid, the house and furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the records of the School that there is a sufficient average daily attendance of pupils.

6. In mixed Schools, *i.e.*, Schools in which male and female children are taught in the same room, the Teacher may be either male or female, as the circumstances of the School may require; but when a Mixed School has been received into connexion by the Commissioners, under a male or female Teacher, the Commissioners will not sanction the appointment of a Teacher of a different sex, unless previous application be made to them to sanction such a change.

7. When a school has been taken into connexion, as a School for Males, or for Females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having been previously obtained.

§ IV.

IV. Workhouse Schools and Schools attached to Prisons.

(See PART II., Sections 10 & 11.)

§ V.

V. Classification and Salaries of Teachers, Monitors, &c.

1. All National Teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes:—

The class in which each Teacher is ranked depends upon his or her qualifications, as determined after examination by the Professors, or by the Inspectors.

All Teachers, on first entering the service of the Board, or who have not been classed, are termed Probationers.

There are, also, Assistant-Teachers, Teachers of Needlework, Paid Monitors.

2. The Commissioners have determined upon a course of study for each class, in which the Teachers are to be examined, as a test of their fitness for promotion.

3. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

4. No Teacher will be admitted to examination with a view to promotion, on whose School a decidedly unfavourable report has been made by the District Inspector within the previous year.

5. Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of the respective District Inspectors, that the Schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that the junior classes are carefully taught, and that a fair proportion of the pupils of the higher classes, besides being proficient in the ordinary branches of Reading, Spelling, and Writing, are possessed of a respectable amount of knowledge in, at least, Grammar, Geography, and Arithmetic. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

6. It must also appear from the reports of the Inspectors, that the School accounts have been regularly and correctly kept; that the School premises have been preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them.

7. The Head and District Inspectors are authorized to recommend that such Teachers be removed, fined, or lowered in their classification, as may

have conducted themselves improperly, or in whose Schools the attendance has considerably decreased, or who, from any other cause, may seem to these officers to merit such punishment. *Appendix A.*

8. All Teachers, who have not been classed, will be paid as Probationers, until they be classed at the first General or Special Examination, to which they shall have been summoned. Those who then obtain classification will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to any Teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination. No unclassified Teacher shall receive salary from the Board until he or she have been examined, and pronounced qualified by one of their officers. If pronounced unqualified, no salary will be paid. *Rules and Regulations of Commissioners.*

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9. All Teachers, not previously classed, who shall be summoned to a course of training, are to undergo a preliminary examination on their arrival in Dublin; and if then classed, shall receive the benefit of *such classification*, from the date of appointment to the date of the termination of the course of training; and they will receive the benefit of any promotion obtained at their second classification at the termination of the course, from the latter date.

10. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the commencement of the quarter in which their classification shall be determined.

11. Teachers who, after their first examination, have been retained on trial as Probationers, if not recommended for promotion by the Head or District Inspectors at the next ensuing examination, or by the Professors, after training, cannot be continued in the service of the Board; but their salaries will be paid for one month subsequent to the date of dismissal.

12. All Teachers newly appointed to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed from the School; but salary will be paid, at the rate of a Probationer, up to the date of the order for removal.

13. If a Teacher who has been dismissed from a National School for any cause, be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher. Teachers who may be dismissed for incompetency shall not be eligible for re-appointment for at least six months after the date of his or her dismissal.

14. If a Teacher who has been a considerable period out of the service of the Board, shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such Teacher shall retain the class he was in, previous to quitting the service of the Board.

15. The Pupil-Teachers of District Model Schools, on taking charge of National Schools after the completion of their course of training, shall rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first General or Special Examination held after their appointment, in the district in which their Schools are situated, when they will be paid according to their classification, from the date of such examination.

16. All Teachers must remain at least one year in a lower division of any class, before they are eligible for promotion to a higher division; and they must remain two years in the same class before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification (except untrained Teachers who cannot be placed in the first class) without being required to pass through the intermediate divisions: such promotion to date from the 1st of April in the year in which the examinations are held.

17. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

18. No Teachers can be raised to any division of the First Class, unless

Appendix A. they shall have been trained at the Normal School of the Commissioners, and recommended for promotion by the Professors.

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19. Trained Teachers, except at their own request, and with the sanction of the District Inspector, will not be required to attend any examination that may be held during the three years subsequent to the date of their classification by the Professors at the expiration of the course of training.

20. National Teachers, forty-five years of age and upwards, who have served under the Board for a period of not less than fifteen years, or Teachers who have attained fifty years of age, and served not less than ten years, will not be required to attend any examination, provided they have been already examined and classed by the Professors, or by the Inspectors.

21. Teachers who may have absented themselves, without satisfactory reason assigned, from the examinations of previous years, will be liable to be dismissed should they not present themselves when again summoned.

22. All Teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

§ VI.

VI. *Scale of Salaries to Teachers, Monitors, &c.*

1. *Ordinary National Schools.*

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations:—

Principal Teachers:—		Males.	Females.				
First Class,	{ 1st Division,	£52	£42	} average attendance to be at least 35.			
	{ 2nd „	. 44	. 36				
	{ 3rd „	. 38	. 30				
Second Class,	{ 1st Division,	. 32	. 26	do.	do.	do.	30.
	{ 2nd „	. 28	. 24				
Third Class,	{ 1st Division,	. 24	. 20	do.	do.	do.	25.
	{ 2nd „	. 18	. 16				
Probationers,	. . .	. 15	. 14	do.	do.	do.	20.

Male Assistants:—

Unclassed,	. . .	. 15	—	do.	do.	do.	60.
If classed 3 ^d ,	. . .	. 18	—				
If classed 3 ^d , or higher,	. . .	. 24	—	do.	do.	do.	65.

Female Assistants in Girls' and Mixed Schools:—

Unclassed,	. . .	. —	. 14	do.	do.	do.	50.
If classed 3 ^d ,	. . .	. —	. 16				
If classed 3 ^d , or higher,	. . .	. —	. 20	do.	do.	do.	55.

Workmistresses:—

As Teachers of Needlework only,	—	. 8	do.	do.	do.	45.
Acting also as Junior Literary Assistants,	—	. 14				

In Schools where the average attendance amounts to 15, and is under 20, the Teacher is allowed only two-thirds of Probationary Salary; but to Schools whose average attendance falls below 15, aid from the Board is limited to Books and Apparatus, and the benefits of Inspection and Training.

In Schools where the average attendance amounts to 110, salary of classification up to 2^d will be allowed to the first or Senior Assistant.

2. The Commissioners require that a further income be secured to the Teacher, either by Local Subscription or School-fees, to such amount in each case as they may direct; and the Commissioners also require that the payments made by the Children shall not be diminished in consequence of any increase of Salary which may be awarded to the Teacher.

2. *First Class School-Farms under exclusive control of the Board.*

Appendix A.

Teachers of Agricultural Schools under the exclusive control of the Board, receive such amount of Salary as the Commissioners deem sufficient, according to the circumstances of each case.

Rules and Regulations of Commissioners.

3. *First Class School-Farms under Local Patrons.*PART III.
§ VI.

Masters of Agricultural Schools under Local Patrons, who are competent to conduct both the Literary and Agricultural Departments, receive £10 per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases such Teachers shall have secured to them for their combined services a salary of £30 a-year at least.

4. *Ordinary School Farms.*

Masters of Ordinary Agricultural Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

5. *Assistant Teachers.*

1. The Commissioners will not grant a salary to a male Assistant Teacher in any School in which there is not an average daily attendance of at least sixty pupils for three months previous to the date of application; nor to a female Assistant, unless there appears an average attendance of at least fifty, during a similar period. In Schools whose respective average attendances do not rise considerably above these, and which are already provided with Paid Monitors, Assistants cannot be recognised by the Board.

2. Assistant Teachers will not be sanctioned whose qualifications are not at least equal to those required of Probationers, or who are under eighteen years of age.

6. *Workmistresses.*

1. The Commissioners will not grant salary to Workmistresses, unless there be a sufficient average daily attendance of pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

2. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers;" any increase of salary granted under this regulation is not to have a retrospective effect.

3. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework: but if the average daily attendance of girls exceed fifty, for a period of three months, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

7. *Industrial Schools.*

In National Schools where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it, subject to the conditions set forth in Part II., Sec. 8.

Appendix A.

8. Schools connected with Convents, Monasteries, &c.

Rules and Regulations of Commissioners. 1. In Schools of this description, salary is paid according to a per cent-
age on the average daily attendance:—

PART III. § VI.	Average Attendance.		Salary. £		Average Attendance.		Salary. £ s.
	30	to 50			301	to 325	
	51	" 75	10		326	" 350	64 5
	76	" 100	15		351	" 375	68 10
	101	" 125	20		376	" 400	72 15
	126	" 150	25		401	" 425	77 0
	151	" 175	30		426	" 450	81 5
	176	" 200	35		451	" 475	85 10
	201	" 225	40		476	" 500	89 15
	226	" 250	45		501	" 525	94 0
	251	" 275	50		526	" 550	98 5
	276	" 300	55		551	" 575	102 10
			60		576	" 600	106 15
							111 0

601 upwards, increase at £15 per cent.

2. As the amount of salary to Schools of this class will in all cases depend upon the average daily attendance of pupils, Managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

9. Paid Monitors.

SALARIES.

Senior Monitors.		Junior Monitors.	
For the First Year, . . .	£5	For the First Year, . . .	£2
For the Second Year, . . .	£6	For the Second Year, . . .	£3
For the Third Year, . . .	£8	For the Third Year, . . .	£4
For the Fourth Year, . . .	£10		

1. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

2. No Manager of a National School need employ the services of a Paid Monitor, unless he wishes to do so.

3. The appointment of a Junior Paid Monitor cannot be held for a longer period than THREE YEARS, nor that of a Senior Paid Monitor for more than FOUR YEARS, at the expiration of which the salary will be discontinued.

4. The salary, may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or should any other circumstance render such a course desirable.

5. The Commissioners select the Schools (on the recommendation of the Inspectors) in which the services of Paid Monitors may be employed.

6. When a vacancy occurs, whether before or after the expiration of their term of service, it does not necessarily follow that a successor shall be appointed in the same School.

7. The School for which a Paid Monitor is recommended by the Inspector should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a Paid Monitor; but no School whose Teacher does not rank at least in 3^d Class can get the benefit of the services of a Junior Monitor, nor can any School whose Teacher ranks not at least in 2^d Class be allowed services of Senior Monitor.

8. The Programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed their course in a satisfactory manner, are eligible, on examination by the Inspectors, as candidates for the situation of Assistant Teachers, or of Pupil-Teachers in District Model Schools.

10. *Scale of Gratuities to Literary Teachers of Workhouse Schools.*

Appendix A.

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

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2. The gratuities are divided into two classes:—

For Male Teachers,	{ First Class, .	Twenty at the rate of £6 a-year each.		
	{ Second Class, .	Twenty	£4	”
For Female Teachers,	{ First Class, .	Twenty	£5	”
	{ Second Class, .	Twenty	£3	”

3. The awards are made half-yearly, for the periods ending 31st March, and 30th September.

4. It is to be understood that such gratuities are given in addition to the salaries paid to the Teachers of Workhouse Schools, under the provisions of the Poor Law Act.

5. No Teacher is precluded from receiving the gratuity two or more half years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having received a gratuity for one half year, is not thereby entitled to the payment of another for the succeeding half year.

6. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

11. *Gratuities to Agricultural Teachers of Workhouse Schools.*

The Commissioners award annual gratuities to Agricultural Teachers of Workhouse Schools, not exceeding £15 to each, on conditions stated in Part II., Sec. 6.

These gratuities are granted on the recommendation of the Agricultural Inspectors.

12. *Scale of Premiums to Masters and Mistresses of National Schools, Vested and Non-Vested, who are most distinguished by the Order, Neatness, and Cleanliness observable in themselves, their pupils, and in the School-houses.*

1. The sum of £22 10s. will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4	£4	Five of £1 10s. . . .	£7 10s.
Two of £3	£6	Five of £1	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than two years in succession, or who shall be in receipt of Good Service Salary.

4. These Premiums will be awarded without reference to the Class in which the Teachers may be placed; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the Premium from the Teacher, he is to return the receipt unsigned, and state his reasons for so doing.

13. *Scale of Salaries to Head Masters and Mistresses of Model Schools.*

The head master to receive £60 per annum, and after the completion of three years' service to rise by £5 per annum, until the salary amount to

Appendix A. £100, should he be reported faithful and efficient in the discharge of his duties.*

Rules and Regulations of Commissioners. The head mistress to receive £55† per annum, and after three years' service to rise by £2 10s. per annum, on the same condition as in the case of males, and until the salary amount to £75 a-year.

PART III. Principals, both males and females, enjoy also one-half the school fees received in their respective departments.
§ VI.

14. *Scale of Salaries and Allowances to Assistant Masters and Mistresses in District Model Schools.*

An assistant master to receive his class salary, one fourth of the school-fees, and a supplemental salary of £16 per annum.

An assistant mistress to receive her class salary, one-fourth of the school-fees, and a supplemental salary of £12 per annum.

The maximum of the class and supplemental salaries to be £58 a-year for a master and £46 a-year for a mistress.

The grant of such supplemental salaries to be contingent upon the report of the Head and District Inspectors.

15. *Scale of Salaries to Paid Monitors in Model Schools.*

First Year,	£6	Third Year,	£10
Second Year,	8	Fourth Year,	12

16. *Allowances to Teachers of District Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.*

The head master or mistress to be allowed £10 annually, but to be paid for teaching only *one* of these subjects.

The assistant master or mistress to be allowed for

Singing,	£8
Drawing,	8
When both are taught,	12
And an Assistant Master for teaching Physical Science,	8

When the assistant teacher is engaged in teaching both physical science and *either* drawing or singing (for not more than *two* of these extra branches are to be taken by the same assistant), a sum of £12 annually to be granted to him.

These allowances to be contingent upon the report of the Head and District Inspectors.

17. *Gratuities to Pupil-Teachers and Paid Monitors in Model Schools.*

An annual gratuity not exceeding 30s. may be awarded to pupil-teachers (of *first* year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge. Pupil-teachers who may be retained for training beyond their first year, will be allowed a gratuity of 30s. a quarter, as reward for good conduct, &c.

These gratuities are granted on the recommendation of the Head and District Inspectors.

* In case of head masters of Model Schools residence is provided, or in lieu thereof, allowance for house rent.

† This includes £20 a-year for lodging allowance.

18. *Scale of Supplemental or Good Service Salaries to Teachers of Ordinary National Schools.*

Appendix A.

Rules and Regulations of Commissioners.

Supplemental or Good Service Salaries are awarded to a certain number of Teachers of National Schools on the recommendation of the Head and District Inspectors, subject to the following conditions:—

1. That the teacher ranks not lower than First division of Third Class. PART III.
2. That the average attendance at his school amounts to thirty-five at § VI.
least.

3. That teacher has given not less than eight years' service under Board, period of service to be reckoned from the date from which salary as a Classed Teacher was first paid.

4. No teacher to be eligible for such Supplemental Salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.

5. Any teacher to whom such Good Service Salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of thirty-five pupils, shall thereby forfeit such Supplemental Salary.

6. Teachers in receipt of Good Service Salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by Inspector for such increase.

7. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of Good Service Salary until he shall have been a year in his new class.

Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

MALES.				FEMALES.			
Of Class	After Good Service of			Of Class	After Good Service of		
	8 Years.	12 Years.	17 Years.		8 Years.	12 Years.	17 Years.
	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
III ¹	3 0 0	4 0 0	6 0 0	III ¹	2 0 0	3 0 0	5 0 0
II ²	4 0 0	5 0 0	7 0 0	II ²	3 0 0	4 0 0	6 0 0
II ¹	5 0 0	6 0 0	8 0 0	II ¹	4 0 0	5 0 0	6 10 0
I ³	6 0 0	7 10 0	9 10 0	I ³	4 10 0	5 10 0	7 10 0
I ²	7 0 0	8 10 0	11 0 0	I ²	6 0 0	7 0 0	9 0 0
I ¹	8 0 0	11 0 0	13 0 0	I ¹	7 0 0	9 0 0	11 0 0

19. *Allowances to Teachers of Ordinary National Schools for Teaching Drawing, Singing, and Navigation.*

To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from £2 to £5 a-year, according to the number under instruction and the success of the teacher's efforts.

To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a school of art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from £3 to £10, according to the number under instruction and the success of the teacher's efforts.

To every teacher of a National School, possessing a certificate of competency from the masters of the Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance

Appendix A. of at least six pupils under instruction in navigation, an annual gratuity of £5 for an attendance of six pupils, and £10 for an attendance of twelve or more.

Rules and Regulations of Commissioners.

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20. *Gratuities to Teachers for instructing Paid Monitors.**

		£	s.	d.
Senior Monitors,	{ For each monitor of 1st year, a gratuity of	1	0	0
	{ do. of 2nd year do.	1	10	0
	{ do. of 3rd or 4th year, do.	3	0	0
Junior Monitors,	For each junior monitor a gratuity of	1	0	0

21. *Gratuities to Teachers of Organized Schools who give Extra Instruction to a Staff of Unpaid Monitors.**

A gratuity not exceeding four pounds may be awarded to teachers of organized schools, who shall give *extra* instruction to a staff of *unpaid monitors* appointed by Inspector or organizer.

No gratuity can be awarded unless the answering of the class of monitors be found superior, and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during time of such special instruction.

Teachers must also, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

22. *Gratuities to Teachers for Training Schoolmasters.**

For every pupil who, after having been appointed to a school, shall pass respectably the *first* annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services.

The conditions to be observed in regard to the gratuities are—

- I. That such pupil shall have attended in the school not less than two consecutive years immediately preceding his or her appointment as a teacher.
- II. That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.
- III. That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.
- IV. That not more than twelve months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

23. *Gratuities to Teachers from whose Schools shall proceed eligible Candidates for the office of Pupil-Teacher in Model Schools.**

A gratuity not exceeding £2 may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the Model Schools.

The conditions to be observed in regard to these gratuities are—

- I. That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.
- II. That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.
- III. That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

VII. *Training of Teachers.*

Appendix A.

1. The Commissioners have provided a Normal Establishment in Dublin, for training teachers, and educating persons who are intended to undertake the charge of schools.

Rules and Regulations of Commissioners.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a certificate of good character from an officiating Clergyman of the community to which they belong; also, a certificate from a member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must pass through an examination in the books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners for the purpose. They receive religious instruction from their respective Pastors, who attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The teachers undergo a final examination at the close of the course, and they then receive a certificate according to their deserts. The teachers for a considerable time previous to their being summoned are required to prepare themselves for the course.

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§ VII.

3. During the absence of the recognised teacher, a temporary teacher must be provided to take charge of the school, who is to be paid a portion of the salary falling due to the recognised teacher during his or her attendance at the Normal Establishment.

4. Should any teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will be required to return home at their own expense. No teacher can be admitted who has not had the Small-pock, or been vaccinated.

5. The teachers trained in the Normal Institution are divided into three classes, namely:—

First—The General or Ordinary Class, composed of teachers (males or females) of National Schools who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of teachers (males or females) who have been selected from the Ordinary or General Class, for additional training.

Third—The Candidate or *Extern* Class is composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as teachers according to their merits and qualifications. Permission is also given to teachers of schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

VIII. *Books.*

§ VIII.

1. The Commissioners furnish gratuitously to each school a first Stock of School-Books, in proportion to the attendance of Children, which is renewed at the end of every three years. These books are to be kept as a School Stock, for which the Master or Mistress is held responsible, and they are on no account to be sold or taken out of the school. The Commissioners also supply Books from time to time for the general use of the Children, and also School Requisites, such as Paper, Slates, Quills, &c., at reduced rates.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the school. Any additional books, and maps, stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

The value of the grant of Free Stock is regulated by the average daily attendance of pupils, as ascertained from the reports of the Inspectors.

Appendix A. The Managers of Schools have the privilege of selecting their grants of Free Stock from the *whole* list of books supplied by the Commissioners, and are at liberty to choose such of them as they most approve of, and to omit any to which they object, except in case of a *first Free Stock*, when the Commissioners require that a map of the world and a set each of spelling and arithmetical tablets shall be procured.

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§ VIII.

4. When books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

5. Books published by the Commissioners of National Education:—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Do. No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do. do. Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
Key to do.

Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.
Lectures on Natural Philosophy.
Scripture Lessons (Old Test.), No. 1.
Do. do. No. 2.
Do. (New Test.), No. 1.
Do. do. No. 2.
Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do. with Specimens.

6. Books not published, but sanctioned by the Commissioners of National Education:—

Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Dr. Hodges' Agricultural Chemistry.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.

Young's Infant School Manual.
Household work for Female Servants.
Patterson's First Steps to Zoology, Part I.
Do. Do. Part II.
Do. Zoology for Schools, Part I.
Do. do. Part II.
Dr. Thomson's Treatise on Arithmetic.
Do. Key to do.
Do. Elements of Euclid, Part I.
Do. do. Part II.
Do. Introduction to Algebra.
Arithmetical Table Book.
Hullah's Manual.

7. THE COMMISSIONERS WILL NOT WITHDRAW, OR ESSENTIALLY ALTER ANY BOOK THAT HAS BEEN, OR SHALL BE HEREAFTER, UNANIMOUSLY PUBLISHED OR SANCTIONED BY THEM, WITHOUT A PREVIOUS COMMUNICATION WITH THE LORD LIEUTENANT.

8. All applications for Books and Requisites at reduced prices must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of MAURICE CROSS, or JAMES KELLY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

9. Cheques or Money Orders drawn on Country Banks cannot be received in payment for Books.

10. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the person applying for the same; but if the sum exceeds TEN

SHILLINGS, the cost of the remittance will be allowed, and Requisites given *Appendix A.* for the full amount PAID.

11. The Patron or Manager should not sign any Application for Books and Requisites without first ascertaining that they are actually wanted for the School on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Books or Stationery has been ordered for a National School.

Rules and Regulations of Commissioners.

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12. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, *two* forms should be used.

13. Parcels of Books, &c., when so desired, will be forwarded, carriage free, to the Depôt of the District in which the School for which the Books are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depôt of any other District if more convenient; but in the latter case, the Inspector, not knowing the Managers of any Schools out of his District, cannot give notice.

14. Or the Parcel will be forwarded to any place nearest to the Manager's residence to which there is a mode of conveyance. In this case the Manager must point out the precise mode of conveyance by which the Parcel is to be transmitted, and he must also defray the cost of carriage.

15. When Parcels are forwarded to the Depôt of a District it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

16. The Manager is required to send to the Depôt on the day appointed by the Inspector for delivery of Parcels, a Messenger, who must present the order on the Inspector, with which the Manager will be furnished; and which order the Inspectors are required to transmit to this Office as a proof of the delivery of the Parcels.

17. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

18. The Commissioners do not supply Books or requisites to the public, or to Schools not connected with the Board of National Education.

IX. Miscellaneous.

§ IX.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, under any of the foregoing heads, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners.

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood, that they do not hold themselves bound to grant aid, unless application shall have been made to them in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

5. No attention can be paid to "anonymous" communications.

6. All letters, or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other officer or person connected with the Board.

Appendix A. 7. All letters, &c., to be directed as under.*

Rules and
Regulations
of Commis-
sioners.

* *The Secretaries,*

Education Office,

Marlborough Street,

Dublin.

PART III,
§ IX.

Correspondents are requested to attend to the following directions, viz:—

1. To write at the head of any letter addressed to this Office the name of the School referred to, and the county in which it is situated.
2. To make communications on different subjects in separate letters.
3. To state in every case the writer's Post Town; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full.
4. In replying to an official letter, to quote its number and date.
5. It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.

By order of the Commissioners of National Education,

MAURICE CROSS, }
JAMES KELLY, } *Secretaries.*

Education Office, Dublin,
1862.

APPENDIX B.

*Appendix B.*Reports
on District
and Minor
Model
Schools.*West
Dublin.*HEAD INSPECTORS' REPORTS ON DISTRICT AND MINOR
MODEL SCHOOLS.

No. 1.—ANNUAL REPORT upon the WEST DUBLIN MODEL NATIONAL SCHOOL, for the year 1862, by W. H. NEWELL, Esq., LL.D., T.C.D., Head Inspector.

February, 1863.

GENTLEMEN,—In my report for the year 1861, I was enabled to state that this school was in a most satisfactory condition, and that the attendance of pupils was larger than in any preceding year. The condition of the school during 1862 was equally satisfactory, but the numbers in attendance decreased considerably. This decrease is to be attributed partly to a change in the rates of payment, but chiefly to the withdrawal of the support of the Roman Catholic Clergy, who have ceased to visit the school. The numbers in attendance are still large, but are reduced in all the departments. Many of the parents who have removed their children to other schools, expressed their regret at having been obliged to remove them. No change whatever has taken place in the regulations or management of the school, which is quite as effectively conducted as in 1861.

The next table shows the attendance of the pupils for each of the years 1861 and 1862—

Departments.	Average No. on Rolls.		Average Daily Attendance.	
	1861.	1862.	1861.	1862.
Boys,	389	330	288	245
Girls,	340	270	239	180
Infants,	317	243	215	167
Total,	1,046	843	742	592

From these numbers it appears that there has been a decrease in the attendance of nearly 30 per cent.

In October, the Commissioners thought it well to have the new rates of payment adopted at the Central Model School introduced into this school. The rates are now higher than in any of the neighbouring National Schools. Before October, the rates were uniform—one penny per week for every pupil being all that was required. Now the rates are 1s. 1d.,

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2s. 6d., and 5s. per quarter. It was hoped that if fifty pupils in every hundred were admitted at one penny per week, or 1s. 1d. per quarter, thirty of the remaining fifty would pay 2s. 6d., and twenty 5s. per quarter, an arrangement that prevails in the District Model Schools. These proportions have not, however, been observed; for, of 593 pupils on the rolls on the 31st of December last, only 13 were paying 5s. and 110 were paying 2s. 6d. per quarter.

The numbers in each department stood thus—

	Boys.	Girls.	Infants.	Total.
At 1s. 1d. per Quarter, . . .	212	136	122	470
„ 2s. 6d. „ . . .	51	28	31	110
„ 5s. 0d. „ . . .	6	7	—	13
Total, . . .	269	171	153	593

In the infants' school, no pupil is required to pay more than 2s. 6d. per quarter. The payments are made in advance—a practice that tends to reduce the attendance, because the parents do not understand being called upon to pay three months beforehand for what, as they say, their children have not received. It was an effort on the part of most of the parents to pay one penny in advance weekly; but to pay in advance quarterly, is beyond the inclination of many, and the power of not a few. But even if the old uniform rate of one penny per week were to be re-introduced, the numbers would not attain to the height they reached in 1861. As it is, I fear, there will be a further decrease. The opposition to the school is active, and is on the increase.

The numbers of pupils of different religious persuasions on the rolls on the 31st December, 1862, were as follow:—

	Established Church.	Roman Catholic.	Presbyterian.	Total.
Boys, . . .	7	252	10	269
Girls, . . .	15	152	4	171
Infants, . . .	6	145	2	153
Total, . . .	28	549	16	593

A clergyman of the Established Church and a Presbyterian clergyman attend weekly to give religious instruction. The Roman Catholic children are instructed by the Roman Catholic teachers. I believe that the greatest harmony prevails among all the pupils. There are twelve teachers employed, of whom nine are Roman Catholics, and three Protestants.

The premises at the north side of the building having fallen out of lease early in the year, I recommended the Commissioners to take them, in order to have separate play-grounds for the boys and girls, and space for new class-rooms. The Commissioners declined to become tenants for these premises, in consequence of the rent demanded for them. Since then, the landlord has named a still higher rent than he at first proposed, so that all hope of securing increased accommodation may be regarded as at an end. The great want of additional class-rooms has ceased, owing to the decrease in the attendance of pupils; but the want of play-grounds, the very lungs of a school, continues as great as ever.

No change has taken place in the number constituting the staff, but if the decrease in the pupils' attendance should continue, a reduction of the staff will be called for.

In October, Mr. O'Carroll, District Inspector, and I held the usual annual examination. There were 551 children on the rolls at the time, of whom 420 were present, and were examined. The 551 pupils were classed as follow:

Classification of the Pupils on the Rolls.

Appendix B.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.	Reports on District and Minor Model Schools.
Lesson Books:				Arithmetic—continued.				
Book I.,	22	10	75	Compound Rules,	41	24	—	West
„ II.,	98	46	46	Proportion,	49	17	—	Dublin.
Sequels,	41	48	17	Practice, Interest, &c.,	42	16	—	
Book III.,	49	24	—	Mental,	132	57	—	
„ IV.,	19	17	—	Writing:				
„ V.,	23	16	—	On Slates only,	22	10	75	
Totals,	252	161	138	„ Paper,	230	151	63	
Grammar:				From Dictation,	132	105	—	
Parts of Speech only,	120	94	63	Branches for Females:				
Parsing and Syntax,	132	57	—	Sewing,	—	81	—	
Derivations,	132	57	—	Knitting,	—	32	—	
Composition,	91	33	—	Embroidery,	—	24	—	
Geography:				Cutting Out,	—	24	—	
Lessons on Maps only,	120	56	138	Extra Branches:				
From Text Books:				British Poets,	91	33	—	
Local,	132	105	—	Mensuration,	91	—	—	
Mathematical and				Geometry,	42	—	—	
Physical,	91	33	—	Algebra,	42	—	—	
Arithmetic:				Book-keeping,	91	—	—	
Tables only,	22	—	75	Music,	91	105	138	
Simple Rules,	98	104	63	Drawing,	132	105	63	
				Physical and Applied Science,	91	—	—	

The examination was continued through six days, but, even so, Mr. O'Carroll and I could not have completed the examination of each pupil, had we not employed some of the teachers to assist us. Each class was examined according to a prescribed course.

The instruction imparted is sound and useful; but, with the boys, the course is less extensive than in most Model Schools. The elements of physical science are taught, but only a few boys are disposed to study the subject. The education prized by the parents is that which will enable the child to earn his bread at the earliest possible age. The branches the most studied, and, indeed, in all cases the most necessary, are reading, writing, and arithmetic, and to these branches special attention is paid; but grammar and writing from dictation have been taught with a fair degree of success, and a general acquaintance with geography has been acquired. The home lessons are carefully attended to, and are well calculated to improve the memory. In vocal music much progress was made in the earlier part of the year, but the teacher of this branch has suffered so much from ill-health since last summer, the pupils have latterly done little more than sing their old songs at the class-movements. Vocal music has had a most beneficial influence on the conduct and bearing of the pupils. The girls sing some well-selected glees, and even portions from oratorios, with great effect. In drawing, instruction is given on alternate days to the boys and girls, and, I think, with success. A few boys have done a little at architectural drawing; but drawing from outline, and mapping, which assist the pupils in their study of geography, are chiefly practised.

I may here observe that the salaries of the music and drawing masters are debited to the account of this Model School, although these masters give instruction in half-a-dozen other National Schools.

The infants' school is quite as effectively conducted as in former years, although it has suffered more from a decrease in numbers than either of the other departments. The principal teacher spares no exertion to

Appendix B. advance the children, whose singing and answering are quite as good as in the very best of the Commissioners' infant schools.

Reports
on District
and Minor
Model
Schools.

West
Dublin.

In conclusion, I feel bound to state, being intimately acquainted with the condition of all the National Schools in the vicinity of this Model School, that the parents who have withdrawn their children will not be able to provide for them at any of those schools so useful and practical an education as they have been obliged to forfeit. In fact, this school supplied a great want, felt and acknowledged by the people, who, while left to their own selection, availed themselves largely of the advantages of the school, but now, that many of them have under almost necessity removed their children, have no provision made elsewhere for an equally good education.

I have the honour to be, Gentlemen, your very obedient servant,

W. H. NEWELL, Head Inspector.

The Secretaries, &c., &c.

Inchicore. No. 2.—ANNUAL REPORT upon the INCHICORE RAILWAY MODEL NATIONAL SCHOOL, for the year 1862, by W. H. NEWELL, Esq., LL.D., T.C.D., Head Inspector.

February, 1863.

GENTLEMEN,—I have the honour to submit to you, for the consideration of the Commissioners of National Education, my annual report, for the year 1862, on the Inchicore Railway Model National School.

The house, premises, and fittings-up are in excellent condition.

The attendance of the pupils exhibits a decrease during the year, but chiefly in the infants' department, and owing, I believe, principally to a change of teachers. Miss Daniel, who had had charge of the department for several years, resigned in June, and her resignation brought with it a temporary check to the progress of the department, as is generally the case when a change of teachers takes place, unless the in-coming teacher should be both judicious and effective. I cannot say that Miss Daniel's successor has proved herself so. In the boys' school, only a very slight decrease in the attendance is observable, although the opposition referred to in my last report has actively continued throughout the whole year. In the girls' school the number on the rolls was greater during the year 1862 than in 1861, but the average daily attendance was exactly the same for both years. The teachers of these two departments have been diligent and efficient. That the boys' department should continue to be so numerously attended is a decided proof of the estimation in which it is held by the parents, many of whom have been urged privately and publicly to withdraw their children. The tone and discipline of the girls' department are now excellent, and the answering of the classes at the annual examination was very satisfactory. Miss Whittaker has discharged her duties with industry and ability. In the branch of needlework, too, so much neglected in former years, a marked improvement has taken place. Plain and fancy work are now taught daily and usefully to all the girls.

The attendance for the years 1861 and 1862 is contrasted in the next table—

	Average on Rolls.				Average Daily Attendance.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
1861, . . .	97	58	65	220	72	44	51	167
1862, . . .	91	63	47	201	63	44	33	145

In October, the District Inspector, Mr. O'Carroll, and I devoted six days to the examination of the classes; and at the close of our examination, awarded prizes to the amount of £8 2s., accompanied by the usual parchment certificates. In this Model School, and, I believe, in all the Commissioners' Model Schools, these prizes continue to be highly valued; and their public distribution excites a wholesome rivalry among the pupils, and induces the parents to attend and inquire into the working of the schools. Indeed, in the case of this school, the annual examinations and prizes have been directly instrumental in enabling it to withstand the opposition and misrepresentation to which it was exposed.

The only returns that I deem it necessary to insert in this report are those referring to the attendance and classification of the pupils. The number on the rolls on the 4th October, the last day of the week in which the pupils were examined, was 186, and these were classed as follow:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—continued.			
Book I.,	15	—	46	Simple Rules,	53	31	36
„ II.,	34	20	—	Compound Rules,	10	12	—
Sequel,	21	23	—	Proportion,	16	4	—
Book III.,	12	4	—	Practice, Interest, &c.,	3	6	—
„ IV.,	5	6	—	Mental,	26	22	46
Totals,	87	53	46	Writing:			
Scripture Lessons,	42	25	—	On Slates only,	3	7	46
Sacred Poetry,	2	7	46	„ Paper,	84	46	—
Grammar:				From Dictation,	40	40	—
Parts of Speech only,	41	43	46	Branches for Females:			
Parsing and Syntax,	17	10	—	Sewing,	—	53	—
Derivations,	24	10	—	Knitting,	—	1	—
Composition,	—	10	—	Netting,	—	2	—
Geography:				Embroidery,	—	4	—
Lessons on Maps only,	70	32	46	Cutting Out,	—	2	—
From Text Books:				Extra Branches:			
Local,	17	12	—	British Poets,	17	10	—
Mathematical and				Mensuration,	3	—	—
Physical,	5	10	—	Geometry,	17	—	—
Arithmetic:				Music,	87	53	46
Tables only,	3	—	8	Drawing,	24	33	46

At the October examination of the year 1861 the numbers were 101 boys, 63 girls, and 81 infants. Total, 245.

The attendance is of a mixed character, as will appear from the number belonging to each religious denomination, on the 31st December, 1862—

	Boys.	Girls.	Infants.	Total.
Established Church,	40	33	22	95
Roman Catholics,	29	21	18	68
Presbyterians,	2	1	—	3
Total,	71	55	40	166

Compared with a similar table given in my report for 1861, these numbers exhibit a decrease of seventy-seven pupils; and of these seventy-seven, there were sixty-three Roman Catholics.

Religious instruction is given to the Protestant children by clergymen of their own persuasions; but to the Roman Catholic children it is given by the Roman Catholic teachers, as the Roman Catholic clergymen have altogether ceased to visit the establishment.

The situation of the school is so remote and inconvenient, it is seldom visited by strangers; and although called the *Railway Model School*, and

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Appendix B. built and endowed specially for the education of the children of labourers and mechanics employed at the railway works, no person of any position connected with the company ever visits the establishment. If the object for which the school was opened has not been fully achieved, the fault lies with the Directory, who have not only not seconded the efforts made to advance the interests of the school, but have exhibited no interest whatever in its success.

Reports on District and Minor Model Schools.

Inchicore.

Of the 186 pupils on the rolls for examination in October last, 124, or two-thirds, were the children of parents employed on the railway works, but these works could supply an attendance of 200 children. It is, however, at the evening school, intended for the instruction and improvement of the youths and persons employed during the day, that the want of co-operation on the part of the railway officials, or Directors, is chiefly felt. The prolonged existence of the evening school is entirely owing to the untiring energies of the head master, who has impressed a few pupils with the importance of self-improvement and self-culture. His exertions have induced a few young men to spend three evenings in the week, during the winter months, in receiving profitable instruction. The attendance at the evening school for the past year shows an increase, but the numbers should be at least double what they have ever reached. The school is open during the four first and the three last months of the year, on three nights weekly, for two hours each night, namely, from six until eight o'clock. Each pupil learns any branch of English he chooses; so that the teaching is mostly individual in its character, and is consequently very laborious. The numbers averaged for the seven months of the year 1862 during which the school was in operation, 20·3 on the rolls, and 13·6 present nightly. In the year 1861, the numbers under these heads were, respectively, 13·4 and 8·8, so that there was an increase of more than 31 per cent. in favour of the year just expired.

I have the honour to be, Gentlemen, your very obedient servant,

W. H. NEWELL, Head Inspector.

The Secretaries, &c., &c.

Parsonstown.

No. 3.—ANNUAL REPORT upon the PARSONSTOWN MINOR MODEL NATIONAL SCHOOL, for the year 1862, by W. H. NEWELL, Esq., LL.D., T.C.D., Head Inspector.

February, 1863.

GENTLEMEN,—I have the honour to submit to you, for the consideration of the Commissioners of National Education, my second Annual Report upon the Parsonstown Minor Model National School.

During the past year I visited this school, at intervals, on four different occasions. On the last occasion I devoted five days to a thorough examination of the classes, assisted by the District Inspector, Mr. M. Fitzgerald, whose judicious superintendence has contributed much to the success of the institution. In my report of last year I explained briefly the particulars connected with the establishment of this Model School, which opened in October, 1860. Its progress throughout the year 1862 was altogether satisfactory. The numbers in attendance increased, the instruction of the classes was effectively and successfully carried on, and every detail connected with the management of each department was duly attended to. The Board of Works has undertaken to make some alterations and improvements in the house and play-grounds. The premises in front of the building have been neatly laid down and planted

with ornamental trees and shrubs. The boys' play-ground is rather circumscribed, but there may soon be an opportunity of extending its limits. The increase in the number of pupils in the boys' and girls' departments required an increase of teaching power, and, accordingly, the Commissioners appointed one extra paid monitor in each of these departments. The senior paid monitor, too, in each was promoted to the rank of pupil teacher. In July, the head-mistress, under whose charge the girls' school opened, was transferred, at her own request, to the charge of the Newtownards Model School. Her successor, Miss Greaves, who was educated from her childhood at the Coleraine Model School, and who subsequently served as assistant teacher in the Belfast and Derry Model Schools, has more than maintained the character of the school.

The attendance at each department, during each month of the year 1862, is set forth in the next table:—

MONTHLY AVERAGES.

1862.	Boys.		Girls.		Infants.	
Month.	On Rolls.	Daily Attendance.	On Rolls.	Daily Attendance.	On Rolls.	Daily Attendance.
January, . . .	68·	58·5	49·4	41·	37·	23·5
February, . . .	73·4	68·	52·	44·2	36·4	23·
March, . . .	78·	70·8	58·1	50·9	39·6	24·4
April, . . .	79·3	71·	56·4	46·3	44·4	17·1
May, . . .	83·	71·3	53·3	48·2	55·4	19·
June, . . .	89·4	74·8	60·4	52·6	55·8	19·
July, . . .	86·5	71·4	54·6	45·8	43·5	18·7
August, . . .	86·5	72·4	57·1	49·3	51·1	18·8
September, . . .	88·	75·7	59·9	50·	50·2	20·8
October, . . .	81·9	72·6	54·5	50·2	48·7	15·7
November, . . .	81·7	72·6	54·1	51·7	47·3	16·
December, . . .	82·	62·2	55·	47·6	46·	14·6
Averages for year,	81·2	70·2	55·4	48·4	46·3	19·1

Summaries of the attendance in each department for the years 1861 and 1862.

	Average on Rolls.				Average Daily Attendance.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
1861, . . .	52·	32·3	34·5	118·8	45·7	28·7	23·4	97·8
1862, . . .	81·2	55·4	46·3	182·9	70·2	48·4	19·1	137·7

These tables exhibit an increase of 57 per cent. on the rolls, and of 39 per cent. in the daily average attendance, in favour of the year 1862; but the increase has been almost wholly in the boys' and girls' departments. The situation of the school is somewhat too distant from parts of the town for infants of tender years, particularly when the weather is severe. Still, the attendance should be larger than it has been; and I hope that when the advantages of the school are better understood the numbers will increase. Epidemics reduced the daily attendance of the infants in proportion to the numbers on the rolls, as the per centage of those attending daily to those enrolled was only forty-one, while in the boys' school it was eighty-six, and in the girls' eighty-seven—both numbers showing the great regularity of the attendance.

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Reports
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Reports on District and Minor Model Schools. The total number of pupils on the rolls at the time of the examination was 170, and the number belonging to each denomination was as follows :—

	Boys.	Girls.	Infants.	Total.
Established Church, . . .	62	38	24	124
Roman Catholics, . . .	12	6	2	20
Presbyterians, . . .	1	5	4	10
Other Denominations, . . .	7	6	3	16

Parsons-town.

The small number of Roman Catholics is owing to the active and increasing opposition of the Roman Catholic clergy. The clergymen of the Established and Presbyterian churches attend at appointed times to give religious instruction.

The next table sets forth the classification of the pupils in the subjects of instruction at the public examination—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I., . . .	3	—	18	Compound Rules, . . .	16	16	—
„ II., . . .	19	11	12	Proportion, . . .	15	10	—
Sequel, . . .	24	18	3	Practice, Interest, &c., . . .	15	3	—
Book III., . . .	22	16	—	Mental, . . .	60	55	—
„ IV., . . .	11	7	—	Writing :			
„ V., . . .	3	3	—	On Slates only, . . .	2	—	26
Totals, . . .	82	55	33	„ Paper, . . .	80	55	7
Grammar :				From Dictation, . . .	60	55	—
Parts of Speech only, . . .	43	29	15	Branches for Females :			
Parsing and Syntax, . . .	36	26	—	Sewing, . . .	—	55	—
Derivations, . . .	36	26	—	Knitting, . . .	—	6	—
Composition, . . .	14	15	—	Netting, . . .	—	7	—
Geography :				Embroidery, . . .	—	12	—
Lessons on Maps only, . . .	22	11	33	Extra Branches :			
From Text Books :				Mensuration, . . .	14	—	—
Local, . . .	60	44	—	Geometry, . . .	14	—	—
Mathematical and				Algebra, . . .	5	—	—
Physical, . . .	21	16	—	Book-keeping, . . .	15	—	—
Arithmetic :				Music, . . .	33	55	33
Tables only, . . .	—	—	18	Drawing, . . .	33	30	33
Simple Rules, . . .	36	29	15	Physical and Applied Science, . . .	21	—	—

This classification sets forth, generally, the professed attainments of the pupils, and is, so far as it purports to be, a very correct and truthful exponent of their attainments.

It is the opinion of Mr. Fitzgerald and myself that the information on the subjects of examination was sound and thorough. The reading was very superior, and elicited the approbation of all who happened to hear it. In grammar, the answering was the best I ever heard from boys and girls ; and indeed I have seldom heard so good from teachers of the second rank. The facility with which several of the pupils analyzed difficult passages, gave the etymology of each word, and applied the rules of orthography, was surprising. The reasoning faculty has been awakened, and also cultivated, to no small extent by this exercise. The pupils' knowledge of grammar proves the method of instruction pursued to be highly effective, because accurate and rational answering is seldom obtained from young people in this branch. Perhaps in arithmetic the answering was superior to the answering in grammar ; but in arithmetic, boys, at least, often excel. In algebra and geometry, the attainments of the boys were far

beyond those of any boys of their years ever examined by me. The average age of the boys of the fifth class was 15·3, and of the boys of the fourth class, 14·7 years. This year, these boys were submitted to a written as well as to an oral examination in arithmetic, algebra, and geometry. Appendix B.
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They answered, on the average, 50 per cent. of the questions, while answers were obtained from some one or other of the pupils on all the questions, except one in algebra, one in geometry, and two in arithmetic. Three boys answered in a very superior manner.

In physical science, the fourth and fifth classes of boys have acquired a useful acquaintance with elementary optics and physiology, and with the steam engine. These classes were submitted to a testing examination at the close of Dr. Clarke's course of lectures.

The answering was excellent—and of four boys, surprising.

The seven best boys answered more than 50 per cent.

2 answered	90	per cent.
1	77	"
1	70	"
1	65	"
1	55	"
1	52·2	"

In drawing and vocal music, the progress has been, on the whole, satisfactory, particularly as these subjects are extra and optional, and are taught outside the school hours and ordinary business.

This year, Lord and Lady Rosse were pleased to authorize me to award prizes to the most deserving and distinguished pupils. I beg to return the names of the successful pupils:—

Boys.	Subject.	Prize.
		£ s. d.
Richard Heenan, . . .	Physical Science, . . .	1 0 0
John Barlow, . . .	Physical Science, . . .	0 10 0
John Barlow, . . .	Geometry and Algebra, . . .	1 0 0
Richard Mathews, . . .	Geometry and Algebra, . . .	0 10 0
Girls.		
Maud O'Brien, . . .	Best general answering in her class,	1 0 0
Eliza Murphy, . . .	Same, . . .	0 10 0
Eliza Ryall, . . .	Same, . . .	0 10 0

The schools were visited during the past year frequently by Lord and Lady Rosse, and occasionally by other distinguished persons, among whom I may mention the names of Dr. Fitzgerald, Bishop of Killaloe, and Mr. W. Nassau Senior, of London.

I had the honour of meeting both these visitors, who expressed their approbation of the answering of the classes, and of the state of the establishment generally. Mr. Senior returned to the school a second day. The favourable testimony of one so conversant with the condition of elementary education in England is valuable.

This year, as in the year 1861, Lord Rosse spoke publicly of the merits of this Model School; and I think no one can doubt, that, to use his lordship's words, "the children in attendance are receiving a useful education, practical and enlightening, in a manner and to an extent equalled by few schools in the provincial towns of the empire."

I have the honour to be, Gentlemen, your very obedient servant,

W. H. NEWELL, Head Inspector.

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Appendix B. No. 4.—ANNUAL REPORT upon the GALWAY DISTRICT MODEL NATIONAL SCHOOL, for the year 1862, by W. H. NEWELL, Esq., LL.D., T.C.D., Head Inspector.

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Galway.

February, 1863.

GENTLEMEN,—This school continued during the year just closed to give the most complete satisfaction to the Board's officers and to the public. The attendance was on the whole larger than in the year 1861, when I thought it had reached its maximum; but the increase in the numbers was confined to the boys' department, as there was a slight decrease in the attendance of the girls' and infants'. The next table exhibits a comparative view of the numbers in attendance during both years :—

	Average on Rolls.				Average Daily Attendance.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
1861, . . .	187	85	111	383	150	70	88	308
1862, . . .	214	77	102	393	165	63	81	309

The amount of fees received from the pupils in 1861, was £187 5s. 1d., and in 1862, £200 17s. 10d.

The success of the establishment has been most decided, viewed as an institution for affording a primary training to young persons intended for the office of National teacher, and as a great public elementary school. A few facts will best support this statement.

The school opened in the year 1852, the training department having accommodation for eight resident pupil-teachers. Each pupil-teacher remained in the establishment for one year, until the year 1856, when the Commissioners resolved to give two years' training to pupil-teachers distinguished for application to their duties, and possessing an aptitude for their office. In all, sixty-four pupil-teachers were admitted to the establishment between the years 1852 and 1863; of these sixty-four pupil-teachers, thirty remained one year, seventeen two years, and seventeen less than one year. Of the seventeen who left before the expiration of their time, some left from ill-health or from choice, and a few were removed as not being suitable. Of the forty-seven that finished their period of training, forty-two have become National teachers, several of whom have become assistant-masters in Model Schools, and all, so far as I can learn, are discharging their duties in a useful and efficient manner.

In the girls' school, senior paid monitresses were appointed from the first, each of whom was required to serve four years. The number of girls holding this office was for several years eight; but, in 1858 and 1859, the number was reduced to six, as the attendance in the girls' school decreased during these years; but when the numbers increased, additional paid monitresses were appointed, and there are at present nine, and one female pupil-teacher. Altogether, forty-four individuals have held or hold this office; and of these forty-four, ten served four years, three three years, two two years, six one year, and twenty-two less than one year. Of the twenty-two who served less than one year, four are still in office. Of the entire forty-four, fourteen, or nearly one-third, have become teachers, and are still in office; so that at least four paid monitresses, who did not complete their term of training, became National teachers. Besides these, ten girls educated as pupils at this school have become National teachers also; so that, including pupil-teachers, paid monitresses, and pupils, sixty-six young persons passed through the establishment qualified for the office of teacher;—on the average, six persons every year since the Schools

opened. The superiority of teachers educated at Model Schools is well known to inspectors and is acknowledged by managers generally. *Appendix B.*

As a preliminary training school, then, for teachers, the establishment has fulfilled its object. *Reports on District and Minor Model Schools.*

Again, as a day school—affording a useful and practical education—its success has been most marked. The quality and extent of the instruction imparted, the discipline enforced, and the general character of the school, won for it golden opinions; and in the boys' department, the school-rooms had to be enlarged to meet the demands of the public. For some years past, an active opposition has been carried on against the school; but still the attendance has increased. The character of the school was too fully established to admit of its suffering from a want of pupils, so long as the parents were free to choose a school for their children. For my own part, I never visited a Model School in which the arrangements were more complete, or the instruction more effectively given than in this Model School. Not a little of its success was owing to the constant and vigilant superintendence of the District Inspector, Mr. Wilson; but its organization and efficiency are chiefly attributable to the experience and abilities of the principal teachers, who are at least as highly qualified as the very best teachers in the Board's service. *Galway.*

The average daily attendance during the first year was 219; while during the year 1862, the eleventh of the school's existence, the average was 314. In the annexed table I have set down the numbers on the rolls, and in average daily attendance, for each year since the school opened. It will be observed that the attendance fluctuated a good deal during some years; but during each of the last three years it was larger than during any one year preceding them—a fact that establishes the increased public support extended to the school.

	Average on Rolls.				Daily Average.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
1852,	126	70	65	261	112	56	51	219
1853,	156	82	87	325	120	62	61	243
1854,	121	65	90	276	100	50	68	218
1855,	126	67	84	277	95	59	68	222
1856,	107	62	84	253	86	52	68	206
1857,	138	56	83	277	102	43	64	209
1858,	127	56	84	267	102	40	69	211
1859,	143	51	79	273	113	40	57	210
1860,	165	70	91	326	129	59	71	259
1861,	188	85	110	383	150	70	88	308
1862,	214	77	102	393	170	63	81	314

The total number of pupils who passed through the school before the 31st December was 2,175; namely, 935 boys, 559 girls, and 681 infants. Of the boys, 703, and of the girls, 423 had attained to the sequel book of lessons, or had advanced beyond it. Their classification when leaving the school was as follows:—

Boys.	Girls.	Reading	Sequel	Books.
256	151			
186	140	„	Third	„
261	98	„	Fourth	„
	34	„	Fifth	„

The public examination was held this year in December. It was my intention to hold the examination sooner, but press of business prevented my carrying out this arrangement. On the day appointed for the distribution of the prizes, the weather was very unfavourable, yet the attend-

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ance of visitors was as large as in former years, and the parents seemed to take as deep an interest in the proceedings. The answering of the pupils was of its usual character—highly creditable. Professors Moffatt, Nesbitt, and Melville, of the Queen's College, Galway, kindly took part in the examination.

As in the Parsonstown Model School, the advanced boys were examined on several subjects by means of printed questions, to be answered in writing. The classes acquitted themselves with much credit. In the girls' school the answering was excellent; and in the infants' also it was very good.

In physical science, which is an extra subject and taught outside the ordinary school hours, the attainments of the advanced boys were rather fair, but only a few exhibited a correct and thorough acquaintance with the prescribed course—a very common occurrence when a subject is taught to boys by lectures and without text-books, particularly when it is optional with the pupil whether he learns the subject or not. However, a general acquaintance with these subjects is very enlightening, and may impart a taste for useful reading.

In vocal music, the boys and girls have made most gratifying progress. The teaching of this subject has had a most beneficial influence in refining the manners of the children, and in improving the tone of the school. Some of the senior paid monitresses are taught to play the harmonium, in order that they may be able to introduce vocal music with permanent success and results into the schools of which they may hereafter become teachers. Without the aid of an instrument, few teachers are able to carry on instruction in vocal music for any length of time, the exercise of constantly *leading* their pupils by the voice alone being too exhausting. The following is a list of the songs selected for the day of the public examination:—

GIRLS.

"Gently down the stream" (song and chorus),	Christy's Minstrels.
"I saw from the beach,"	Irish Melody.
Trio—Class—"Soft voices blending,"	Weigle.
"Echo"—song and chorus,	H. R. Quin.
Boys and Girls—Jubilate,	F. Abt.
"I'd choose to be a daisy" (song and chorus),	Buckly.
"Has sorrow thy young days shaded?"	Irish Melody.
"Evangeline,"	Christy's Minstrels.
"Huntsman's Chorus"—Boys and Girls,	Weber.
"God save the Queen."	

BOYS.

Glee—"The winds whistle cold,"	Sir H. Bishop.
"The harp that once through Tara's halls,"	Irish Melody.
"Row, row your boat" (song and chorus),	Christy's Minstrels.
"Erin, the tear,"	Irish Melody.
"My dear, my native home" (song and chorus),	Christy's Minstrels.
"Shamrock,"	Irish Melody.

Mr. Quin has exerted himself with much earnestness and skill to give the pupils a taste for good music.

In free hand drawing, the specimens exhibited were better than those of any former year; and the skill and despatch with which the candidates for prizes executed outline drawings were creditable to themselves and their teacher.

I may mention that one of the paid monitresses, Ellen O'Brien, and one of the pupil-teachers, Mathias Rorke, obtained the first prize at an examination held by Dr. Melville, at the close of his course of lectures, delivered by order of the "Committee of Lectures, Dublin Castle," on the subject of Botany; a second pupil-teacher and two pupils obtained a second

prize each. There was a brisk competition for these prizes by persons of all grades, and I consider that the success of the candidates from the Model School reflects additional credit on the institution. Indeed, I am aware of no subject connected with the institution *during* the year 1862 that was not a subject for congratulation: I believe that the school enjoyed the fullest confidence of the public and fulfilled entirely the ends for which it was established.

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The foregoing statement refers to the history and condition of this school previous to, and during, the year 1862. It would, however, I conceive, be an act of omission on my part, calculated to mislead the Commissioners, and other persons who may read this report, which is intended for publication, if I were to pass over in silence the great blow that the school has received since I sat down to write this report. On the 4th January the school was denounced by the Roman Catholic Bishop of Galway in a pastoral to his clergy. The consequence of this denunciation has been the withdrawal of 199 Roman Catholic children. The Roman Catholic clergy frequently visited this Model School from the year 1852 to the year 1857, and occasionally up to the year 1861. They even gave religious instruction to the Roman Catholic pupils, and recorded their attendance in the visitors' book. No change whatever has taken place in the rules or regulations of the establishment. Yet, it is now opposed so actively that not merely the pupils are withdrawn, but the paid monitresses are directed to resign. Already one Roman Catholic paid monitress has sent in her resignation, stating that she was constrained to pursue this course.

I have the honour to be, Gentlemen, your very obedient servant,

W. H. NEWELL, Head Inspector.

The Secretaries, &c. &c.

No. 5.—ANNUAL REPORT, for 1862, upon the LIMERICK DISTRICT MODEL NATIONAL SCHOOL, by JOHN E. SHERIDAN, Esq, Head Inspector. *Limerick.*

GENTLEMEN,—I have the honour to submit for the information of the Commissioners of National Education, this my fifth Annual Report upon the Limerick District Model School, which has been under my superintendence since the 1st of January, 1858.

I. *Number of Pupils.*—(a.) The average number of pupils on the Rolls during 1862 was 344. The corresponding average for 1861 was 376. The average number of pupils in daily attendance in 1862 was 238, which is less by 31 than the corresponding average for 1861. The falling off in the attendance was chiefly in the boys' and girls' departments, as may be seen from the following:

	Boys.	Girls.	Infants.	Totals.
In 1861.—Average on Rolls,	127	131	118	376
" Average daily Attendance,	93	90	86	269
" Per-centage,	73	69	73	72
In 1862.—Average on Rolls,	109	115	120	344
" Average daily Attendance,	82	75	81	238
" Per-centage,	75	65	67	69

(b.) The total number of individual pupils on the Rolls of each of the three departments of the Model School, in the course of 1862, was:

In Boys' School, 207 | In Girls' School, 198 | In Infants' School, 204 | Total, 609

The number of pupils transferred, during 1862, from the Infants' School into the other two departments was 24, viz., 11 boys and 13 girls. Deducting this number from the above total, it appears that the actual

Appendix B. number of individual pupils who received instruction in the Model School, in 1862, was 585, viz., 300 boys and 285 girls. This shows a falling off to the extent of 32 pupils in 1862, as compared with the preceding year. The decrease took place in the two senior departments, as the number of pupils that frequented the infants' school in 1862 exceeded by 17 the corresponding number for 1861. It is a very remarkable fact, indeed, that, while the attendance in the boys' and girls' departments has been steadily declining year after year, since 1859, the attendance in the infants' school has been as steadily increasing. This will be seen in the following table, which shows the total number of pupils that frequented each of the three departments of the Model School in each of the last four years :—

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	Boys.	Girls.	Infants.		Boys.	Girls.	Infants.
In 1859,	242	249	137	In 1861,	214	224	187
In 1860,	230	238	154	In 1862,	207	198	204

The Commissioners are aware that the diminution in the attendance in the two senior departments is attributable to the active opposition which the Model School has experienced from the Roman Catholic Clergy of Limerick, for some years past. But I must add, that the success which has attended the infants' school, in the face of such opposition, reflects the greatest credit upon Miss Clarke and Miss Russell, the principal and assistant teachers of the department.

II. *Literary Classification of Pupils.*—The highest proficiency attained by the pupils in each of the departments, in 1862, is indicated in the following table :—

	Boys.	Girls.	Infants.
In First Class,	—	17	126
In Second Class,	51	41	74
In Sequel Class,	56	64	4
In Third Class,	48	48	—
In Fourth Class,	26	28	—
In Fifth Class,	26	—	—
Total,	207	198	204

It appears from this table that, according to the highest proficiency attained during the year, 48 per cent. of the total number of boys, and 38 per cent. of the girls were comprised in the senior classes of their respective departments. The corresponding per-centages for 1861 were 53 for boys and 41 for girls. The inference is, that in these two departments the pupils did not attain to as high a classification in 1862 as they did in 1861. In the infants' school this was not the case, for whereas in 1861 the per-centage of pupils in the lowest class was 68, the corresponding per-centage in 1862 was 62. In this department, therefore, the classification of the pupils was higher in the latter year than in the former.

III. *Progress of Pupils from Class to Class.*—The following table shows the number of promotions that took place in 1862, in each of the departments :—

	Boys.	Girls.	Infants.	Total.
From First Class,	—	3	29	32
„ Second Class,	16	7	—	23
„ Sequel Class,	12	11	—	23
„ Third Class,	8	1	—	9
„ Fourth Class,	9	—	—	9
Total,	45	22	29	96
Per-centage of promotions to average daily attendance,	54.9	29.3	35.3	40.3
Corresponding per-centages for 1861,	68.8	34.4	23.2	42.8

I am sorry to have to repeat, what I stated in my last report, that the rate of progress from class to class in the boys' and girls' departments is far from satisfactory. There has been a steady decline in the number of promotions each year since 1860, as will be seen from the following comparison:—

	Boys.	Girls.
Per-centage of promotions to	76·6	70·7
average daily attendance, { In 1860, . . .	68·8	34·4
{ In 1861, . . .	54·9	29·3
{ In 1862, . . .		

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Thus, in 1862, as compared with 1860, there was a falling off to the extent of 21 per cent. in the boys' school, and of no less than 41 per cent. in the girls' school. This rate of progress, which is considerably inferior to that maintained in ordinary National Schools, under first and second class teachers, is by no means creditable to the teachers. I have called their serious attention to the matter, and I trust I shall not have occasion to animadvert upon it in my future reports.

To measure fairly the rate of progress in the infants' school, it would be necessary to add to the actual number of promotions from class to class the number of pupils advanced during the year from the infants' school into the boys' and girls' departments. If this be done, the per-centage will be found to be 65·4, which is not an unsatisfactory proportion, considering the very tender age of the great majority of the pupils.

IV. *Rates of Payment.*—The following table shows how the pupils on the Rolls in 1862 were classified, according to the rates of school fees paid by them:—

	Boys.	Girls.	Infants.	Total.
At 1s. 1d. per quarter, . . .	43	54	51	148
„ 2s. 6d. „ . . .	73	87	90	250
„ 5s. „ . . .	91	57	63	211

The total amount of school fees received in 1862 was £169 12s. 5d., which was less, by £18 7s. 1d., than the amount received in 1861. The amounts received in each of the departments were as follow:—

In 1862.	£ s. d.	In 1861.	£ s. d.
In Boys' School, . . .	56 16 1	In Boys' School, . . .	68 14 2½
In Girls' School, . . .	52 19 0	In Girls' School, . . .	62 18 3½
In Infants' School, . . .	59 17 4	In Infants' School, . . .	56 7 0

The increase in the amount of school fees in the infants' school since 1859 is very remarkable. The amount was:—

	£ s. d.		£ s. d.
In 1859, . . .	25 2 11½	In 1861, . . .	56 7 0
In 1860, . . .	33 12 2	In 1862, . . .	59 17 4

This fact alone would suffice to indicate the high position which this excellent school has attained to in public estimation.

V. *Religious Denomination of Pupils.*—The following table shows how the pupils on the rolls in 1862 were classified, according to religious denomination:—

	Boys.	Girls.	Infants.	Total.	Per-centage.
Roman Catholic, . . .	124	150	124	398	65·4
Established Church, . . .	67	42	61	170	34·6
Presbyterian, . . .	9	5	13	27	
Others, . . .	7	1	6	14	

The relative centesimal proportions of the Roman Catholic and Protestant pupils in 1862 were, respectively, about 65 and 35. In the boys' and girls' departments, the number of Roman Catholic pupils has declined from 153 boys and 188 girls in 1859, to 124 boys and 150 girls in 1862. In the infants' department, on the contrary, the number of such pupils has increased from 96 in 1859, to 124 in 1862.

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VI. *Annual Examination of the Pupils.*—The annual examination of the pupils was commenced by the District Inspector on the 8th December, 1862, and by me on the 15th, and was completed on the 22nd. The number of pupils on the Rolls at the time was 300. Of these, 250 were present during the examination, every one of whom was subjected to a strict examination in the subjects prescribed in the programmes of their respective classes. The general proficiency of the classes in the boys' school was not quite so satisfactory as it was in 1861, but still it was respectable. In the girls' school, the answering was, on the whole, fair—in some respects much superior to what it was in 1861, but, nevertheless, considerably below the standard of proficiency which I think ought to be maintained in District Model Schools. In the infants' school the proficiency was really admirable, and reflected the greatest possible credit upon the teachers.

The following table shows the number on Rolls, the number present and examined, and the number to whom premiums were awarded, in each of the three departments :—

	Boys.	Girls.	Infants.	Total.
On Rolls,	98	91	111	300
Examined,	86	83	81	250
Premiums,	36	31	51	118
Per-centage of premiums to number examined,	41·9	37·3	63·0	47·2

It thus appears that premiums were awarded in the boys' school to about 42 per cent. of the number examined; in the girls' school to 37 per cent.; and in the infants' school to 63 per cent. The corresponding percentages for 1861 were respectively 43, 36, and 35.

The value of the premiums awarded in each of the departments was as follows :—

	£	s.	d.
In Boys' School,	5	9	6
In Girls' School,	4	11	6
In Infants' School,	4	19	0
	£15	0	0

Besides the pupils who obtained *premiums*, there were 17 in boys' school, 19 in girls' school, and 11 in the infants' school, whose proficiency entitled them to *honourable mention*.

The public examination and distribution of premiums took place on the 22nd December, in the presence of a crowded and highly respectable audience, presided over by the Right Worshipful the Mayor and the Mayor elect of Limerick.

I have the honour to remain, Gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, Education Office, Dublin.

Clonmel. No. 6.—ANNUAL REPORT, for the year 1862, upon the CLONMEL DISTRICT MODEL NATIONAL SCHOOL, by JOHN E. SHERIDAN, Esq., Head Inspector.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, this my fifth Annual Report upon the Clonmel District Model School, which has been under my superintendence since the 1st January, 1858.

I. *Number of Pupils.*—(a.) The average number of pupils on the rolls during 1862 was 233; and the average number in daily attendance 178. The centesimal proportion of the latter to the former is 76·4. As compared with the attendance during 1861, there is a decrease of 27 in the average number on rolls, and of 13 in the average daily attendance. The decrease, however, was confined to the departments for girls and infants. In the boys' school there was an increase both in the average on rolls and in the average daily attendance, as may be seen from the following comparison of the attendance for the two years :—

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	Boys.	Girls.	Infants.	Total.
In 1861.—Average on Rolls,	94	109	57	260
„ Average daily Attendance,	73	79	39	191
„ Per-centage,	78	72	68	73
In 1862.—Average on Rolls,	107	83	43	233
„ Average daily Attendance,	83	64	31	178
„ Per-centage,	78	77	72	76

It is certainly very creditable to Mr. Smyth, the head master, that by his skill, industry, and devotion to his duties, and by his tact and good judgment in dealing with the parents of his pupils, he has succeeded in sustaining the character and popularity of his department, in the face of the unparalleled opposition with which the school has had to contend for some years past.

(b.) The total number of individual pupils on the rolls of each of the three departments of the Model School in the course of 1862 was—in boys' school, 175; in girls' school, 150; and in infants' school, 78: total, 403. From this total should be subtracted the number of pupils transferred during the year from the infants' department into the other two departments—viz.: 15 into the boys' department and 5 into the girls'. Making allowance for these, it appears that the total number of individual pupils who received instruction in the Model School in the course of 1862 was 383, viz., 194 boys and 189 girls. This total is less by 29 than the corresponding one for 1861; but, as in the case of the average attendances, the decrease is confined to the girls' and infants' departments, the total number of pupils in the boys' school having been greater by 20 in 1862 than in 1861.

II. *Literary Classification of Pupils.*—The pupils in each of the departments were classed as follows, according to the highest proficiency attained in 1862 :—

	Boys.	Girls.	Infants.
In First Class,	7	—	45
In Second Class,	32	24	14
In Sequel Class,	35	44	19
In Third Class,	60	45	—
In Fourth Class,	23	19	—
In Fifth Class,	18	18	—
Total,	175	150	78

On comparing this classification with that given in my last Report, it will be seen that in the boys' and infants' departments the pupils attained to a higher classification in 1862 than in 1861, but that in the girls' the classification was almost precisely the same in both years. In the former year, 58 per cent. of the boys, 55 per cent. of the girls, and 24 per cent. of the infants, were classed in the *senior* division of their respective departments; whereas, in 1861 the per-centages were 52 for boys, 55 for girls, and 10 for infants.

III. *Progress of Pupils from Class to Class.*—The rate of progress in a school is measured by the number of promotions that take place from

VI. *Annual Examination of Pupils.*—The annual examination of the pupils of the Model School was commenced on the 17th November, 1862, and occupied the District Inspector and myself until the 24th. Out of 231 pupils whose names were on the rolls at the time, 195 were present during the examination. We examined every one of these most carefully in every branch prescribed in the programmes of their respective classes, and recorded their answering in the usual way. The proficiency of the several classes was on the whole very creditable, and generally superior to that exhibited at the annual examination of 1861, particularly in the boys' department.

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The following Table shows the number on rolls of each class, the number present and examined, and the number to whom premiums were awarded :—

DEPARTMENT.	CLASSES.						
	First.	Second.	Sequel.	Third.	Fourth.	Fifth.	Total.
BOYS.							
On Rolls,	5	19	22	37	12	12	107
Present and examined,	5	16	18	29	8	10	86
Obtained Premiums,	1	5	6	13	5	9	39
GIRLS.							
On Rolls,	—	18	21	23	8	12	82
Present and examined,	—	18	21	19	8	12	78
Obtained Premiums,	—	8	9	11	4	9	41
INFANTS.							
On Rolls,	33	5	4	—	—	—	42
Present and examined,	23	4	4	—	—	—	31
Obtained Premiums,	5	3	3	—	—	—	11

It thus appears that premiums were awarded in the boys' school to about 45 per cent. of the number examined; in the girls' school, to 52 per cent.; and in the infants' school, to 35 per cent. On the whole, the number of premiums awarded was to the total number on rolls at the time as two to five; and to the total number examined, as one to two. The value of the premiums awarded in the boys' school was £6 15s.; in the girls' school, £6 15s.; and in the infants' school, £1 10s.

The public examination and distribution of premiums took place on the 24th November, 1862, in the girls' school-room, in the presence of a most respectable assemblage of visitors, who completely filled that large apartment. Several classes from each of the three departments were subjected to a *bona fide* and searching examination in a great variety of subjects, and acquitted themselves very creditably. The performances of Mr. Washington's singing classes were particularly effective, and seemed to gratify the audience very much.

I have the honour to remain, Gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries,
Education Office, Dublin.

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No. 7.—ANNUAL REPORT, for 1862, upon the DUNMANWAY DISTRICT MODEL NATIONAL SCHOOL, by JOHN E. SHERIDAN, Esq., Head Inspector.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, this my Fifth Annual Report upon the Dunmanway District Model School, which has been under my superintendence since the 1st of January, 1858.

Up to the end of August, 1862, this Model School comprised only two departments—one for boys, the other for girls. In the beginning of September, a third department—a Preparatory or Infants' School—was opened; and although at the beginning it was threatened with a very serious opposition, I am happy to say that the latter was not persevered in, and that this department, which was very much wanted, is succeeding uncommonly well, and is conferring great advantages upon the locality.

On the opening of the infants' department, we transferred into it from the other two departments all the pupils whose ages did not exceed eight years, viz., twenty boys and fifty-five girls. This circumstance has complicated the school accounts to some extent, rendering it extremely difficult to calculate correctly the usual annual averages for 1862.

I. *Number of Pupils.*—For the first eight months of the year, during which period only two departments of the Model School were in operation, the average number of pupils on the rolls and the average number in daily attendance were as follow :—

	Average on Rolls.	Average daily Attendance.	Per-centage.
In Boys' School,	165	113	71·5
In Girls' School,	193	150	77·7
Total,	358	268	74·8

For the last four months of the year, during which the three departments were in operation, the averages were :—

	Average on Rolls.	Average daily Attendance.	Per-centage.
In Boys' School,	133	92	69·2
In Girls' School,	115	83	72·2
In Infants' School,	86	63	73·3
Total,	334	238	71·2

The total number of individual pupils upon the rolls, in the course of 1862, was 511, which exceeds by six the corresponding number for 1861.

II. *Literary Classification of Pupils.*—The above total of 511 pupils consisted of 239 boys and 272 girls, who were classified as follows, according to the highest proficiency attained by them in 1862 :—

	Boys.	Girls.	Total.
In First Class,	40	56	96
„ Second Class,	51	70	121
„ Sequel Class,	68	45	113
„ Third Class,	45	52	97
„ Fourth Class,	35	49	84
„ Fifth Class,	—	—	—
Total,	239	272	511

From this table it appears that 33·5 per cent. of the boys, and 37·1 per cent. of the girls, were in the senior division of the school. I expect that, at the close of 1863, I shall be able to report a much higher classification.

III. *Progress of Pupils from Class to Class.*—The following table shows

the number of promotions from class to class that took place in 1862, in each of the two departments of the Model School :—

	Boys.	Girls.	Total.
From First Class,	17	10	27
„ Second Class,	22	7	29
„ Sequel Class,	16	7	23
„ Third Class,	14	19	33
„ Fourth Class,	—	—	—
Total,	69	43	112
Per-centage of promotions to average daily attendance, .	64	33.8	47.9
Corresponding per-centages for 1861,	49	68	58.7

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way.*

IV. *Rates of Payment.*—The following table shows how the 239 boys and 272 girls on the rolls in 1862 were classified, according to the rates of school fees paid by them :—

	Boys.	Girls.	Total.
At 1s. 1d. per quarter,	173	205	378
„ 2s. 6d. „	62	61	123
„ 5s. „	4	6	10

The total amount of school fees paid in 1862 was £95 3s. 9d., viz. :—

	£	s.	d.
In Boys' School,	43	15	3
In Girls' School,	45	19	9
In Infants' School,	5	8	9

The total amount was less by £8 16s. 1d. than that paid in 1861.

V. *Religious Denomination of Pupils.*—Of the 239 boys and 272 girls referred to in preceding tables, thirteen boys and five girls were Protestants of the Established Church, and six boys and eight girls were Protestant Dissenters. The remaining 479 pupils, amounting to 93.7 per cent. of the whole, were Roman Catholics. The per-centage of Roman Catholic pupils in 1861 was 96.5.

VI. *Annual Examination.*—The annual examination of the pupils was commenced on the 28th July, 1862, and completed on the 8th August, having occupied Mr. O'Connell, the District Inspector, and myself for eleven days. The number of pupils on the rolls at the time was 345, viz., 162 boys and 183 girls. The number present during the examination was 300, viz., 141 boys and 159 girls. We examined all the classes most carefully in the subjects included in their respective programmes, noting the answering of each individual pupil. In the boys' school, the proficiency in reading and explanation was, in general, unsatisfactory, and it was evident that these two important subjects had not been properly taught. In other respects the answering was, on the whole, respectable. In the girls' school, the proficiency of the classes in reading and explanation, though not nearly so unsatisfactory as in the boys' school, was not by any means creditable. But in other respects the proficiency of the classes was very satisfactory—that of the fourth and senior third extremely so.

The public examination and distribution of premiums took place on the 8th of August. The following table shows the number on rolls, the number present and examined, and the number to whom premiums were awarded :—

	Boys.	Girls.	Total.
On Rolls,	162	183	345
Examined,	141	159	300
Obtained Premiums,	56	80	136
Per-centage of Premiums to number examined,	39.7	50.3	45.3

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The aggregate value of the premiums awarded was £15, viz., £7 in the boys' school, and £8 in the girls'.

I have the honour to remain, Gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries.

Newry. No. 8.—JOINT REPORT of JAMES PATTEN, Esq., LL.D., T.C.D., Head Inspector, and JAMES MORRELL, Esq., District Inspector, on the NEWRY DISTRICT MODEL SCHOOL, for the year 1862.

March, 1863.

GENTLEMEN,—We have the honour to submit, for the information of the Commissioners, our report on the Newry District Model School, for the year 1862.

Building.—No alteration in the buildings was made during the past year. In the annual report for the previous year it was recommended that one of the rooms vacated in the domestic establishment should be made available for an Inspector's office, and that an additional class-room be attached to the boys' school. These alterations are very much needed.

Teachers.—The same head teachers continue in the several departments. Immediately before the close of the year Mr. McDonnell, assistant teacher, was transferred to the West Dublin Model School. His place here has been filled up by Mr. Mooney, from the Ballymena Model School. He gives instruction to the boys in singing and drawing. The Physical Science department will be conducted by the Head Master, Mr. Brown.

Attendance.—In the boys' school, since the appointment of the present head master, Mr. Brown, the attendance has been steadily increasing. The average attendance for the year 1862, as compared with that for 1861, shows an increase in the per-centage; while the number of promotions from class to class has been very little below the average attendance. The improved state of this department is chiefly owing to the ability with which the head master has conducted the school. In the girls' school, also, a considerable increase in number is observable. In the infants' department, the attendance of pupils has fallen off, but not to any great extent.

Public Examination.—Five days were occupied in the private examination of the pupils. At this examination each class in the several schools was minutely examined on the subjects laid down in their respective programmes; and upon the results of this examination the premiums granted by the Commissioners were awarded. The answering on the whole was very satisfactory, the proficiency of the pupils contrasting most favourably with that of the previous year.

The public examination was held on the 29th October. It was conducted in the boys' school-room—the largest room in the institution—which, however, was found quite inadequate to accommodate the number of visitors anxious to witness the examination.

The answering throughout the day was, with few exceptions, prompt and accurate; evincing the skilful training and instruction that the pupils had received from their respective teachers. In some subjects the proficiency attained was specially marked.

A senior class of girls read some poetical pieces remarkably well, and analysed and parsed a few rather difficult passages readily and correctly. The senior boys answered very well in arithmetic. Some of the questions were proposed by the visitors present. One question in interest was wrought out fully and correctly by one boy in one minute's time; while

the others in the class, with one or two exceptions, had the work fully completed in less than two minutes. The examination of the infants was watched with much interest, and gave great satisfaction. Appendix B.

At the close of the proceedings, several of the gentlemen present spoke at some length of the high worth of the National System of Education, and of the good it was year after year conferring on the children of the poor and middle classes of this country. Reports on District and Minor Model Schools.
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The following tabulations exhibit interesting particulars regarding the attendance at this school for the past year; also comparison, in some respects, with previous years.

TABLE I.

	Year.	Boys.	Girls.	Infants.	Total.
Average Number on Rolls for the Twelve Months ended 31st December, . . .	1859,	82	98	94	274
	1860,	87	99	84	270
	1861,	78·4	84·4	85·4	248·2
	1862,	103	87	67	257
Average Number in Daily Attendance for Twelve Months ended December, . . .	1859,	57	68	53	178
	1860,	60	65	53	178
	1861,	57·4	59·7	56	173·1
	1862,	87	68	44	199
Centesimal Proportion of Number in Attendance to Number on Rolls, . . .	1859,	69·5	69·5	56·3	—
	1860,	68·9	65·6	63	—
	1861,	73·2	70·7	65	—
	1862,	84	78	65·6	—

TABLE II.—Average number of Pupils on Rolls for the last week of the years 1860, 1861, and 1862, at the different rates of payment:—

		Boys.	Girls.	Infants.	Total.	
Paying 5s. per Quarter,	. . . {	1860,	25	18	1	44
		1861,	19	29	4	52
		1862,	28	37	9	74
Paying 2s. 6d. per Quarter,	. . . {	1860,	19	31	19	69
		1861,	31	38	15	84
		1862,	44	31	20	95
Paying 1s. 1d. per Quarter,	. . . {	1860,	27	32	48	107
		1861,	31	12	44	87
		1862,	34	10	33	77

TABLE III.—Amount of School Fees received:—

	Boys.	Girls.	Infants.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1860,	33 15 10	38 9 5	21 6 11½	93 12 2½
1861,	33 7 0	42 3 11½	17 7 8	92 18 7½
1862,	51 10 1	49 15 9	21 8 5½	122 14 3½

Amount of Requisites sold:—

	Boys.	Girls.	Infants.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1860,	7 19 0½	4 13 11	0 3 4	12 16 3½
1861,	8 0 10½	6 0 5	0 5 1½	14 6 5
1862,	13 19 10½	7 6 0	0 7 6	21 13 4½

TABLE IV.—Religious Denominations of the Pupils on Rolls for the last week of December, 1862.

	Boys.	Girls.	Infants.	Total.
Roman Catholics,	39	21	25	85
Established Church,	16	18	9	43
Presbyterians,	42	37	21	100
Others,	9	2	7	18
Total,	106	78	62	246

Appendix B. TABLE V.—Ages of Pupils appearing on Rolls during Quarter ended 31st December, 1862.

Reports on District and Minor Model Schools.	Age.	Boys.	Girls.	Infants.	Total.
	4 years and under, . . .	—	—	33	33
	5 years, . . .	—	—	21	21
	6 " . . .	—	—	18	18
	7 " . . .	—	3	8	11
	8 " . . .	14	11	2	27
	9 " . . .	24	7	—	31
	10 " . . .	16	14	—	30
	11 " . . .	17	15	—	32
	12 " . . .	20	11	—	31
	13 " . . .	8	18	—	26
	14 " . . .	14	7	—	21
	15 and above, . . .	9	15	—	24
	Total, . . .	122	101	82	305
	Average Ages, . . .	11	12·5	5·7	—

TABLE VI.—Classification of Pupils on Rolls last week of December, 1862.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I., . . .	—	—	44	Compound Rules, . . .	33	46	—
" II., . . .	25	16	18	Proportion, . . .	27	10	—
Sequel, . . .	33	29	—	Practice, Interest, &c., . . .	21	6	—
Book III., . . .	27	17	—	Mental, . . .	106	78	—
" IV., . . .	10	10	—	Writing :			
" V., . . .	11	6	—	On Slates only, . . .	—	—	20
Total, . . .	106	78	62	" Paper, . . .	106	78	—
				From Dictation, . . .	106	78	—
Sacred Poetry, . . .	25	16	62	Branches for Females:			
Grammar :				Sewing, . . .	—	30	—
Parts of Speech only, . . .	25	16	20	Knitting, . . .	—	10	—
Parsing and Syntax, . . .	81	62	—	Netting, . . .	—	10	—
Derivations, . . .	81	62	—	Embroidery, . . .	—	8	—
Composition, . . .	38	33	—	Cutting-out, . . .	—	20	—
Geography :				Extra Branches :			
Lessons on Maps only, . . .	25	16	62	British Poets, . . .	38	33	—
From Text Books :				Mensuration, . . .	38	—	—
Local, . . .	43	46	—	Geometry, . . .	38	—	—
Mathematical & Physical, . . .	38	16	—	Algebra, . . .	38	—	—
Arithmetic :				Book-keeping, . . .	38	—	—
Tables only, . . .	—	—	44	Reasoning, . . .	38	—	—
Simple Rules, . . .	25	16	18	Music, . . .	—	78	62
				Physical and Applied Science, . . .	38	—	—

TABLE VII.—Teachers in the Schools on the 1st of January, 1863.
Principal Teachers.

Name.	Position in School.	Religious Denomination.	Date of Appointment.
BOYS' SCHOOL.			
Mr. John Browne, . . .	Head Master, . . .	Pres.	1/7/61
Mr. Thomas Mooney, . . .	Assistant Master, . . .	R.C.	31/12/62
GIRLS' SCHOOL.			
Miss Annie McQuillan, . . .	Head Mistress, . . .	R.C.	1/10/55
Miss Margaret J. Pollock, . . .	Assistant Mistress, . . .	Pres.	1/8/61
INFANTS' SCHOOL.			
Mrs. Anna Glenny, . . .	Principal, . . .	E.C.	1/5/49

Pupil Teachers.—Male Department.

Name.	Age.	Religious Denomination.	Date of Appointment.
James Kennedy,	19	R.C.	1/9/61
Owen Donnelly,	18	R.C.	3/3/62
John Allen,	17	Pres.	20/2/62
John Boylan,	18	R.C.	1/3/62
Patrick Byrne,	17	R.C.	4/3/62
Thomas Lindsay,	16	Pres.	1/8/62
John M'Comb,	16	E.C.	1/9/62
Thomas M'Creedy,	18	Pres.	1/9/62

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Paid Monitresses.—Female and Infant Departments.

Bridget Marron,	19	R.C.	1/8/59
Kate F. Fitzgerald, . . .	18	E.C.	1/8/59
Sarah Hagan,	18	Pres.	1/11/60
Bridget M'Kenna,	17	R.C.	1/11/61
Susan Hill,	18	E.C.	1/12/60
Sarah Thompson,	16	E.C.	1/8/62

TABLE VIII.—Showing the Destination of the Pupil-Teachers and Monitresses who left in 1862.

Name.	Position in School.	Age.	Destination.
Patrick Carroll,	Pupil Teacher, .	21	Dundalk N. S.
James Craig,	Do., .	20	Gone to training.
John Coulter,	Do., .	21	Do.
Robert M'Kee,	Do., .	18	—
Harriet Hewitt,	Monitress, .	19	Gone to training.

Before concluding this report, it is our pleasing duty to state that the teachers, assistants, pupil-teachers, and monitors, and all others connected with this institution, have conducted themselves with great propriety in every respect, and have afforded to us the utmost satisfaction.

We may further add, that nothing has occurred during the year to disturb the harmony and good-feeling existing amongst the teachers and pupils in their intercourse with each other.

Religious Instruction.—This school is attended by children of all the different religious persuasions in the town and neighbourhood; and it remains for us now to state that the teachers and assistants have been most attentive and zealous in imparting religious instruction, at times set apart for this important subject, in the absence of the respective clergymen, and in accordance with the wishes of the parents of the pupils of the several denominations.

We are, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.

JAMES MORELL, District Inspector.

The Secretaries, Education Office.

Appendix B. No. 9.—JOINT REPORT of JAMES PATTEN, Esq., LL.D., T.C.D., Head Inspector, and J. DOWLING, Esq., District Inspector, on the MONAGHAN MINOR MODEL SCHOOL, for the year 1862.

Reports
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Schools.

January, 1863.

Monaghan.

GENTLEMEN,—We beg leave to submit, for the information of the Commissioners, our Report on the working of the Monaghan Minor Model School during the year 1862. We have much pleasure in stating that the condition of the institution at the close of the year, as contrasted with that at the end of the preceding year, was highly satisfactory, and afforded evidence of much progress. The confidence of the public in the working of the school, and in the conduct of the teachers, is shown by the large increase in the number of pupils, as well as by the unusually large sum paid in school fees; while the result of the examination of the pupils, held at the close of the year, has convinced us that the instruction given in the several departments has already attained to a degree of excellence hardly to be expected in a school so recently established.

The following table exhibits the number of pupils on the rolls at the close of the years 1861 and 1862:—

1862.			1861.		
Males.	Females.	Infants.	Males.	Females.	Infants.
97	79	47	93	70	35
223			198		

The religious denomination of the pupils on rolls at the same periods is shown in the subjoined figures. It appears that the proportion of pupils of each denomination is about equal to the proportion to be found in the population of the town and neighbourhood of that class who usually frequent Model Schools.

	31st December, 1862.				31st December, 1861.			
	Males.	Females.	Infants.	Total.	Males.	Females.	Infants.	Total.
Established Church, . . .	28	32	17	77	24	21	15	60
Roman Catholics, . . .	43	23	14	80	43	25	10	78
Presbyterians, . . .	24	24	16	64	26	22	10	58
Others, . . .	2	—	—	2	—	2	—	2

The following table exhibits the number of pupils on rolls at the different rates of school fees, at the close of the same years:—

	1862.				1861.			
	Males.	Females.	Infants.	Total.	Males.	Females.	Infants.	Total.
5s. per quarter, . . .	58	35	11	104	53	30	4	87
2s. 6d. " . . .	28	28	21	77	30	22	16	68
1s. 1d. " . . .	11	16	15	42	10	18	15	43
Total, . . .	97	79	47	223	93	70	35	198

The total amount of school fees received during the year 1862 was £147 17s. 6d. This will probably be found to exceed the receipts in any Model School in Ireland, relatively to the same number of pupils. The fees in the boys' school amounted to £75 14s. 6d., in the girls' school to £49 9s. 4d., and in the infants' school to £22 13s. 8d.

The character of the pupils' attendance during the year was remarkably regular. While the average number of pupils on rolls was 224, the average attendance was 192, being 85·7 per cent. of the average number on rolls. The attendance in the boys' and girls' schools varied very little from month to month. In the infants' school, the severity of the weather during the winter months necessarily reduced the numbers present.

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The attention of the pupils to their studies, both at school and at home, was close and constant; and the emulation shown in seeking for class places at the close of each week, and for high marks in the judgment cards, showed a degree of earnestness, and of anxiety for improvement, which must have led to good results. The number of pupils promoted from class to class during the year was 164—namely, 80 boys, 57 girls, and 27 infants. The classification of the pupils at the beginning of the year, and at its close, is shown in the following table:—

	1st January, 1862.			31st December, 1862.		
	Males.	Females.	Infants.	Males.	Females.	Infants.
Book I., . . .	11	5	35	—	—	26
„ II., . . .	14	20	—	17	29	21
Sequel, . . .	34	26	—	40	18	—
Book III., . . .	14	12	—	12	20	—
„ IV., . . .	21	11	—	11	12	—
„ V., . . .	—	—	—	17	—	—
Total, . . .	94	74	35	97	79	47

The children on rolls on 31st December, 1862, were classified as follows, in regard to their studies in the different branches of school instruction:—

Subjects,	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—continued.			
Book I., . . .	—	—	26	Compound Rules, . . .	20	20	—
„ II., . . .	17	29	21	Proportion, . . .	32	7	—
Sequel, . . .	40	18	—	Practice, Interest, &c., . . .	30	7	—
Book III., . . .	12	20	—	Mental, . . .	80	51	—
„ IV., . . .	11	12	—	Writing:			
„ V., . . .	17	—	—	On Slates <i>only</i> , . . .	—	4	47
Total, . . .	97	79	47	„ Paper, . . .	97	75	—
Sacred Poetry, . . .	—	—	33	From Dictation, . . .	80	60	—
Grammar:				Branches for Females:			
Parts of Speech <i>only</i> , . . .	57	46	23	Sewing, . . .	—	26	—
Parsing and Syntax, . . .	40	33	—	Knitting, . . .	—	30	—
Derivations, . . .	40	33	—	Netting, . . .	—	2	—
Composition, . . .	40	25	—	Embroidery, . . .	—	16	—
Geography:				Cutting out, . . .	—	4	—
Lessons on Maps <i>only</i> , . . .	17	28	47	Extra Branches:			
From Text Books:				British Poets, . . .	40	25	—
Local, . . .	40	38	—	Mensuration, . . .	28	—	—
Mathematical and Physical, . . .	40	13	—	Geometry, . . .	28	—	—
Arithmetic:				Algebra, . . .	28	—	—
Tables <i>only</i> , . . .	—	4	26	Book-keeping, . . .	28	—	—
Simple Rules, . . .	17	46	21	Music, . . .	97	79	47
				Drawing, . . .	97	79	28
				Physical and Applied Science, . . .	28	—	—

The arrangements for the separate religious instruction of the pupils continue unaltered, and appear to give perfect satisfaction to their parents. The time devoted to this business is three-quarters of an hour on Monday,

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and half an hour on each of the four succeeding days. The pupils of the different religious denominations are assembled in separate apartments, and instructed by the teachers of their respective denominations. On Mondays, the clergymen of the Established and Presbyterian Churches attend to instruct and examine the children of their persuasions, but no Roman Catholic clergyman has attended for this purpose during the year.

The school has been visited by many of the gentry and clergy of the neighbourhood ; and the remarks left by these in the Report Books are commendatory of the state of the institution. Among those whose names appear on the books as visitors during the year, are—Lady Rossmore and Mrs. Lloyd, Rossmore Park ; Colonel Leslie, M.P. ; R. C. L. French, D.L., Ballybay ; Vere Foster, esq. ; John Lentaigue, esq. ; Rev. C. Leslie, Vicar-General of Ardagh ; Rev. Elias Tardey ; Rev. Adderly Campbell ; Rev. E. J. Bury ; Rev. H. Townsend, Archdeacon of Achonry ; Rev. Thomas Anketell ; Rev. William Cooke, P.M. ; Rev. W. G. Russell ; Rev. T. L. Scott ; Rev. J. Henderson ; Rev. J. Carson, Cavan ; Messrs. Samuel Ferguson, Q.C., O'Hara, Hamill, Norwood, and Ross, Barristers-at-Law, &c., &c.

The public examination of the pupils was held on the 4th of December, before a very large number of the parents of the pupils, and some of the clergy and gentry of the neighbourhood. The chair, on the occasion, was occupied by Captain Lloyd, High Sheriff of the County of Monaghan. The number of pupils present was 222, and they were examined by their respective teachers for five hours on most of the subjects of the school course. The examination was enlivened occasionally by vocal music, performed by the pupils. The result appeared to be highly satisfactory to those present, many of whom took occasion to say to us that they had formed no idea of the very great excellence of the instruction given in these schools, and of the already advanced attainments of the pupils. The proficiency made in vocal music, drawing, plain and fancy needlework, as well as in the ordinary branches of literary education, certainly reflected much credit on the teachers, and we were not prepared to find so much progress made at the close of the first year of the school's operation. The department of physical science, introduced by Dr. Clarke, and now carried on by the head master, is also an important feature in the work of the school. Though the subject had been studied for only three months, the master elicited an amount of information from his science class that was very creditable to his teaching and to their industry.

We feel justified in reporting that the different departments of the school are well organized and well conducted, and that the establishment enjoys the confidence of the public, and is destined to confer incalculable benefits on the people of Monaghan and its vicinity. To the Inspectors, Messrs. Hunter and Kennedy, who preceded us in the superintendence of the school, and who organized it at its opening, must be attributed, in a great degree, the success that has already attended its working. The admirable staff of teachers placed in charge of it, and their devotion to their duties, will secure its continued progress and usefulness.

We are, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.

JOHN DOWLING, District Inspector.

The Secretaries, Education Office, Dublin.

No. 10.—JOINT REPORT by JAMES PATTEN, Esq., LL.D., T.C.D., *Appendix B.*
 Head Inspector, and JAMES GILLIC, Esq., District Inspector, on Reports
 the BALLYMENA DISTRICT MODEL SCHOOL, for the year 1862. on District
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March, 1863.

Ballymena.

GENTLEMEN,—We have the honour to submit, for the information of the Commissioners, the following Report on the Ballymena District Model School, for the year 1862.

The house and premises, as stated in our former reports, continue in a satisfactory condition; and the grounds, flower beds, and shrubberies, are kept in good order. We regret to be obliged to state that, owing to the illness of Mr. Given, the head master, who had been confined to his bed from October to the end of the year, and to the removal of the assistant teacher, the average attendance in the boys' school appears smaller than that reported by us last year. Another cause of the falling off in the attendance is the continued distress amongst the manufacturing people, owing to the American War, by which many of the humbler classes, especially the weavers, continue to be seriously injured.

The following table shows, for the year 1862, the average number on rolls, the average daily attendance, and the centesimal proportions of the latter to the former :—

	Boys.	Girls.	Infants.
Average number on rolls for twelve months,	75·4	65·4	49·7
Average daily attendance for twelve months,	62·	50·9	33·4
Centesimal proportion of average attendance to average number on rolls,	82·2	70·	78·

The per-centages, 82 boys, 70 girls, and 78 infants, show that the attendance, although not large, has been very regular: and this result is so far satisfactory; for, without regularity of attendance, the best devised and most skilful efforts of the teachers will be, to a great extent, unprofitable. We have much pleasure in reporting that the teachers and assistants have been most assiduous in the discharge of their duties. We have also to speak favourably of the regularity and good conduct of the pupil-teachers and monitresses.

The following table shows the classification of the pupils, according to their rates of payment, for last week of December, 1862 :—

	Boys.	Girls.	Infants.	Total.
Number paying 5s. per quarter,	24	9	1	34
„ 2s. 6d. „	37	29	15	81
„ 1s. 1d. „	15	27	33	75

There is an increase of 8 per cent. above those returned for 1861 as paying the highest rate, 5s. per quarter, and an increase of ten per cent. in those paying 2s. 6d. per quarter.

The following table shows the amount of school fees received and of requisites sold in the year 1862 :—

	Boys.			Girls.			Infants.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Amount of Fees received,	43	6	6½	25	10	7	13	18	8	82	15	9½
Amount of Requisites sold,	12	0	10½	5	4	4½	0	9	11½	17	15	2½

This return is almost the same as that for the previous year. Although the attendance was smaller, it seems the pupils paid more fees and purchased more requisites.

The following table exhibits the number of pupils on rolls during the year, with their classification.

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Number of Pupils on the Rolls during the year :—

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		CLASSES.						
		First.	Second.	Sequel.	Third.	Fourth.	Fifth.	Total.
Number on rolls, first week of 1862,	Males, .	2	2	8	30	23	10	75
	Females, .	5	8	11	15	22	—	61
	Infants, .	38	6	3	—	—	—	47
Admitted during the year, for the first time,	Males, .	—	9	10	18	12	10	59
	Females, .	—	17	10	11	24	—	62
	Infants, .	34	9	2	—	—	—	45
Struck off during the year, not reckoning the same pupil twice,	Males, .	1	1	1	25	11	19	58
	Females, .	4	10	6	11	27	—	58
	Infants, .	28	10	5	—	—	—	43
Promoted during the year, . . .	Males, .	—	1	4	12	11	19	47
	Females, .	—	3	8	9	14	—	34
	Infants, .	—	13	1	—	—	—	14
Number on rolls, last week of December, 1862,	Males, .	—	7	9	24	16	20	76
	Females, .	—	15	11	11	28	—	65
	Infants, .	36	13	—	—	—	—	49

The average age of the pupils in the respective departments was—
boys, 11·6 ; girls, 13 ; infants, 6.

The average age of the girls has considerably increased, it being 13·0
for 1862, as compared with 11·7 for 1861.

The following table shows the number of children on the rolls, at the
various ages, for the last week of December, 1862 :—

	Boys.	Girls.	Infants.		Boys.	Girls.	Infants.
4 years and under,	—	—	12	12 years,	9	8	—
5 years,	—	—	12	13 "	12	8	—
6 "	—	—	20	14 "	5	3	—
7 "	2	—	5	15 "	3	9	—
8 "	9	8	—	16 years and above, . .	9	12	—
9 "	4	5	—				
10 "	15	8	—	Total,	76	65	49
11 "	8	4	—				

The following table shows the religious denominations of the children
on the rolls for the last week of December, 1862 :—

	Boys.	Girls.	Infants.	Total.
Established Church,	9	4	12	25
Roman Catholics,	9	11	8	28
Presbyterians,	54	48	25	127
Others,	4	2	4	10
Totals,	76	65	49	190

The following table shows the classification and proficiency of the pupils
on rolls for last week of December, 1862 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Grammar :			
Book I.,	—	—	6	Parts of Speech only, .	16	26	49
" II.,	7	15	13	Parsing and Syntax, .	60	39	—
Sequel,	9	11	—	Derivations,	60	28	—
Book III.,	24	11	—	Composition,	60	28	—
" IV.,	16	28	—	Geography :			
" V.,	20	—	—	Lessons on Maps only, .	7	15	49
Totals,	76	65	49	From Text Books :			
Scripture Lessons,	69	39	—	Local,	60	22	—
Sacred Poetry,	69	22	49	Mathematical and Physical,	36	28	—

Classification of the Pupils on the Rolls—continued.

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Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.	Reports on District and Minor Model Schools.
Arithmetic :				Branches for Females—con.				
Tables only,	—	—	41	Netting,	—	10	—	
Simple Rules,	7	26	8	Embroidery,	—	4	—	Ballymena.
Compound Rules,	34	11	—	Crochet,	—	10	—	
Proportion, Practice, Interest, &c.,	35	28	—	Extra Branches :				
Mental,	76	65	49	British Poets,	26	28	—	
Writing :				Mensuration,	26	—	—	
On Slates only,	2	—	47	Geometry,	26	—	—	
„ Paper,	74	65	2	Algebra,	26	—	—	
From Dictation,	74	39	—	Book-keeping,	15	—	—	
Branches for Females :				Reasoning,	20	—	—	
Sewing,	—	14	—	Music,	76	65	49	
Knitting,	—	6	—	Drawing,	48	46	49	
				Physical and Applied Science,	29	—	—	

The following shows the Appointment of Pupil-teachers and Monitors for the year 1862, and the destination of those who left :—

Name.	Position.	Age.	Religion.	Date of Appointment.	Date of Leaving.	Destination.
Wm. Thompson,	Pupil-Teacher,	16	Pres.,	1/61	3/2/62	Appointed to Straidhaven N. S.
S. muel Crooks, .	„ Ditto, .	16	P.D.,	2/61	1/3/62	Transferred to Belfast D. M. S.
Oliver M'Laughlin, .	„ Ditto, .	20	R.C.,	3/61	1/2/62	Transferred to Derry D. M. S.
Wm. M'Lernon, .	„ Ditto, .	16	E.C.,	4/61	20/12/62	Went to Training Class, Dublin.
Edward M'Garry, .	„ Ditto, .	16	R.C.,	12/61	1/11/62	Appointed Assistant, Earl-street N. S., Be fast
Jas. M'Williams, .	„ Ditto, .	17	Pres.,	1/62	21/8/62	Appointed to Tobermore N. S.
Robert Brown, .	„ Ditto, .	19	Pres.,	1/62	3/7/62	Appointed to Genhugh N. S.
Samuel Dunlop, .	„ Ditto, .	18	Pres.,	1/62	27/3/62	Appointed to Slaght N. S.
James Adair, .	„ Ditto, .	17	R.C.,	2/62	4/10/62	Clerk in Liverpool.
Henry M'Dowell, .	„ Ditto, .	17	Pres.,	2/62	—	Still in the Establishment.
William Glasgow, .	„ Ditto, .	19	Pres.,	3/62	—	„ Ditto.
Adam M'Clelland, .	„ Ditto, .	16	Pres.,	9/62	—	„ Ditto.
John Hunter, .	„ Ditto, .	17	Pres.,	10/62	—	„ Ditto.
Charles Quinn, .	„ Ditto, .	19	E.C.,	8/62	—	„ Ditto.
Arend. M'Mullan, .	„ Ditto, .	18	R.C.,	11/62	—	„ Ditto.
Henry Hughes, .	„ Ditto, .	18	R.C.,	12/62	—	„ Ditto.
Thomas Logan, .	Paid Monitor, .	18	Pres.,	3/61	1/11/62	Appointed to Monaghan N. S.
John Clarke, .	„ Ditto, .	14	Pres.,	2/62	—	Still in the Establishment.
Alexander Davis, .	„ Ditto, .	14	Pres.,	2/62	—	„ Ditto.
Robert Agnew, .	„ Ditto, .	14	Pres.,	3/62	—	„ Ditto.
James Stewart, .	„ Ditto, .	15	Pres.,	11/62	—	„ Ditto.
David Allen, .	„ Ditto, .	16	Pres.,	4/62	—	„ Ditto.
Margaret Walkinshaw, .	„ Ditto, .	17	P.D.,	9/62	—	„ Ditto.
Teresa Tinsdale, .	„ Ditto, .	14	E.C.,	7/62	—	„ Ditto.
Esther Colville, .	„ Ditto, .	22	Pres.,	9/57	1/6/62	Appointed to Harryville F. N. S.
Mary Gray, .	„ Ditto, .	16	Pres.,	7/61	1/9/62	Appointed Ass't., Antrim N. S.
Isabella Spears, .	„ Ditto, .	18	R.C.,	8/62	20/12/62	(Was substitute for Mary M'Connell).
Mary M'Connell, .	„ Ditto, .	16	R.C.,	1/61	1/6/62	Substitute for teacher in training, Carnlough N. S.
Mary Nolan, .	„ Ditto, .	17	E.C.,	8/60	—	Still in the Establishment.

The public examination was held on the 25th November, 1862. The usual private or preliminary examinations took place about ten days previously; and at these, the premiums and certificates of merit were determined according to a fixed scale of answering, in accordance with the practice of former years. The attendance of visitors at the public examination, including the clergy and a great number of ladies, was as large as

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on former occasions, but, owing to the arrangements previously made, the room in which the examination was held was not overcrowded.

The examinations commenced at 11 o'clock with junior and middle divisions of the male school, and subsequently the female department, in spelling, geography, grammar, and tables. The senior boys being afterwards examined in geometry and algebra, and other branches included in the programmes of their respective classes.

This examination was conducted by one of the senior pupil-teachers in a very creditable manner. Considering the absence of the head master, who, owing to severe indisposition, was precluded from taking any part in the examination, the answering of these classes was fair, and appeared to give general satisfaction to all present—the majority of the boys having been called forward to perform exercises on the black-board.

The pupils of the infants' school being next called upon, were examined by the head teacher and the assistant of this department, and acquitted themselves in a creditable manner.

After the examination of the infants, the girls of the female department were examined by the head mistress and her assistant. The programme of the examination, setting forth the subjects on which the pupils were questioned, being nearly the same as that for last year, need not be inserted here in further detail. It is sufficient to record that the style of answering afforded convincing evidence to us, and to the large attendance who witnessed the proceedings, that the pupils had been well and thoroughly instructed during the year. As usual, specimens of needlework, performed by the pupils, were displayed in the drawing class-room, and minutely inspected by most of the ladies. This industrial department of the school has made good progress, and is now much appreciated; the useful and the ornamental are so intimately blended together as not to interfere in the slightest degree with each other, and in this respect the parents of the pupils have been much gratified.

In conclusion, we beg to report that the arrangements for giving religious instruction remain unchanged, and continue to afford general satisfaction.

We remain, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.

JAMES GILLIC, District Inspector.

The Secretaries, &c.

Carrick-fergus.

No. 11.—REPORT of JAMES PATTEN Esq., LL.D., T.C.D., Head Inspector, and ROBERT NESBITT, Esq., District Inspector, on the CARRICKFERGUS MINOR MODEL SCHOOL, for the year 1862.

March, 1863.

GENTLEMEN,—We have the honour of transmitting to you our Report upon the above school for the year ended 31st December, 1862.

With respect to the school-rooms and premises, there is little change since last year; the female school is better lighted, and the frontage somewhat improved. The yards of all the schools are still defective in sheds for the children during their play-hours, and the garden still requires to be properly levelled, and walks made at suitable distances.

The schools have, during the year, fully realized the object of their erection and establishment, and continue, with a still increasing popularity, to disseminate the blessings of an enlightened and intellectual training.

Parents of all denominations in the locality and for miles around have availed themselves of the superior advantages to be derived from these schools; and we have not heard in the course of the year that any person has expressed the least disappointment regarding their management.

Previous to our public examination, every boy, girl, and infant, was specially and carefully examined, and the result, on the whole, was most satisfactory.

The manner of reading in the boys' school was not considered sufficiently expressive; neither was there a desirable familiarity with the proofs or enunciations of the propositions in elementary geometry. These defects have already, in a great measure, been removed; and we have no doubt that the industrious and intelligent head master will give entire satisfaction in future in these branches.

The subjoined statistics will show the nature of the attendance for the past year:—

	Boys.	Girls.	Infants.
Average on rolls for the year 1862,	83.2	63.2	76.2
Average attendance,	75.4	56.4	66.1
Per-centage of average attendance to number on rolls,	90.2	89	87.4
Per-centage promoted during year to higher classes, to total number on rolls,	50	54	40
Per-centage admitted during the year, with reference to average on rolls,	49	62	94
Per-centage of those on rolls at different rates of payment:—			
At 1s. 1d. per quarter,	17	4	29
„ 2s. 6d. „	49	44	24
„ 5s. „	32	51	37

	Boys.	Girls.	Infants.	Total.
Amount of school fees received during the year,	£49 5s. 8d.	£44 19s. 0d.	£41 17s. 6d.	£136 2s. 2d.

The religious denominations of the pupils on the rolls for the week ending 6th December, 1862, are as follows:—

	Boys.	Girls.	Infants.	Total.
Established Church,	23	13	20	56
Roman Catholic,	6	9	9	24
Presbyterians,	42	30	37	109
Others,	11	16	23	50
Total,	82	68	89	239

The following is the number of pupils on the rolls for the week ended 6th December, 1862, classified according to different rates of payment:—

	Boys.	Girls.	Infants.	Total.
5s. per quarter,	26	35	31	92
2s. 6d. „	41	30	32	103
1s. or 1s. 1d. „	15	3	26	44
Total on the rolls,	82	68	89	239

The following is the classification of the children on the rolls for the week ended 6th December, 1862:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Scripture Lessons,	82	68	—
Book I.,	3	—	55	Sacred Poetry,	82	68	—
„ II.,	32	—	22				
Sequel,	14	41	12	Grammar:			
Book III.,	22	19	—	Parts of Speech <i>only</i> ,	32	—	34
„ IV.,	14	8	—	Parsing and Syntax,	50	63	—
„ V.,	—	—	—	Derivations,	50	68	—
Total,	82	68	89	Composition,	35	21	—

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Classification of the children on the Rolls—continued.

Reports on District and Minor Model Schools.	Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.
<i>Carrick- fergus.</i>	Geography :				Branches for Females :			
	Lessons on Maps <i>only</i> , .	20	—	77	Sewing,	—	68	—
	From Text Books :				Knitting,	—	68	—
	Local,	62	68	12	Netting,	—	5	—
	Mathematical and				Embroidery,	—	2	—
	Physical,	25	27	—	Cutting out,	—	15	—
	Arithmetic :				Extra Branches :			
	Tables <i>only</i> ,	—	—	55	British Poets, . . .	50	27	—
	Simple Rules,	19	29	34	Mensuration,	14	—	—
	Compound Rules, . .	16	3	—	Geometry,	14	—	—
Proportion,	24	22	—	Algebra,	14	—	—	
Practice, Interest, &c.,	23	14	—	Book-keeping, . . .	14	—	—	
Mental,	82	68	—	Trigonometry, . . .	16	—	—	
				Navigation,	16	—	—	
				Music,	82	68	89	
				Drawing,	82	68	89	
	Writing :				Physical and Applied			
	On Slates <i>only</i> , . . .	—	—	73	Science,	31	—	—
	" Paper,	82	68	16	Modern Languages, .	8	10	—
	From Dictation, . . .	82	68	—				

Since the opening of these schools in 1861, seven boys and fourteen girls have been appointed either as monitors or assistants in schools ; and several monitors could have obtained places in other schools as assistants, but respectfully declined, on the plea of their present improvement here being in their estimation more valuable to them.

On Monday, 23rd December, the public examination was held in the presence of a large representation of all classes in the locality, with several persons from a considerable distance ; and teachers from the Model Schools of Dublin, Belfast, Newtownards, Newry, and Ballymena, as well as some from the most distinguished National Schools, attended.

The examination was in every respect successful, and gave entire satisfaction to the intelligent audience, who remained to the close of the proceedings. The boys were examined by Mr. Stevenson, principal, and Mr. Madden, first assistant, and their answering in dictation, grammar, geography, astronomy, and physical science, was excellent.

The girls were examined by Miss Horne, principal teacher in girls' department, and particularly distinguished themselves in physical geography, parsing, and reading—the latter being greatly and deservedly applauded by the audience.

The infants were examined by Miss O'Connell, principal of the infant department, and surprised as well as pleased the audience by their intelligence and perfect training—which exhibited the powers of a directing mind as fully as it would be possible to realize. Their knowledge of common things was extensive and accurate ; and their ability to express their ideas could be fully appreciated, owing to their distinctness of enunciation.

The drawing classes of boys and girls were examined by Mr. Smeeth, drawing-master ; the specimens were very creditable, and the knowledge of colouring and perspective, elicited by a judicious examination, showed a marked improvement in this department since the previous year.

Vocal music is taught in the boys' school by the second assistant, Mr. O'Neill ; in the girls' by the principal teacher, Miss Horne ; and in the infants', by Miss O'Connell, principal of that department. In each school the music was excellent of its kind, and much taste was manifested in the selection of the songs, as well as in the pleasing execution.

In addition to the above, M. Chevalier examined a class of boys and

girls on the rudiments of the French language, in which he instructs them on certain evenings weekly, though this does not form any part of the prescribed programme. *Appendix B.*

There is also a class of pupils instructed in navigation, out of school hours, by Mr. Stevenson, principal of the day school, seven of whom commenced a seafaring life during the past year, and will, we have no doubt, make useful seamen. Reports on District and Minor Model Schools.

There was no cramming or special preparation for the examination, nor was the answering in any respect better than might be heard on any other school day. *Carrickfergus.*

We are happy to say that the proportion between the pupils of the various religious denominations on the rolls, as given in a previous part of this report, agrees with that of the population of the county of the town of Carrickfergus, viz:—

E. C., 56	R. C., 24	Pres., 109	Others, 50	Total, 239
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We look on this school as now permanently established, and have no doubt of its future success.

We have the honour to be, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.

ROBERT NESBITT, District Inspector.

The Secretaries, Education Office.

No. 12.—JOINT REPORT of JAMES PATTEN, Esq., LL.D, T.C.D., Head Inspector, and A. T. OSBORNE, Esq., District Inspector, on the Opening and Public Examination of the NEWTOWNARDS DISTRICT MODEL SCHOOL. *Newtownards.*

21st February, 1863.

GENTLEMEN,—We beg to present this joint Report on the completion of the building, the public opening, the organization, and public examination of the Newtownards District Model National School.

The Site.—The site which has been adopted on our recommendation, and which is the second we selected (the first having been required by the County Down Railway Company in the extension of the line to Donaghadee), is convenient, suitable, and appropriate, with the exception, perhaps, that it is not sufficiently elevated. It is, however, thoroughly dry, and has an abundant supply of good water, with facilities of drainage. It is situated at the end of Mill-street, on the old road to Belfast, within ten minutes' walk of the central square of the town, and yet in the country, with an open frontage to the south, commanding an extensive view of Strangford Lough, and having on the west Scrabo Hill, surmounted by the Londonderry monument—making the scene altogether extremely pleasing and picturesque. The school-site contains an area of two statute acres, which, owing to the munificence of the Most Noble the Marquess of Londonderry, the Commissioners have in their possession as a free grant for ever. His Lordship has also very kindly given on lease a piece of ground in front of the building, on the opposite side of the road, stretching along the whole front of the school-site, and containing more than an acre, which is intended to be enclosed, and to be laid out as ornamental ground, in conformity with the taste already exhibited, and which is designed to preserve an open frontage, and secure permanently the advantages of free air and a cheerful aspect. The area immediately in front of the house is enclosed by a neat, light iron railing, and is tastefully and ornamentally laid out in grass lawns, flower-beds, and shrubbery.

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ards.

Behind the house there are three ample and well-formed play-grounds—one each for the boys, the girls, and the infants—provided with drinking fountains and large, well-roofed sheds, with good flagged floors for recreation in wet or severe weather. The area of the boys' play-ground is 1,573 square yards, of the girls' play-ground 1,966 square yards, and of the infants 1,210 square yards.

We carefully considered the propriety of furnishing the play-grounds with the usual gymnastic apparatus provided in similar schools, and for several reasons we decided against it. Some of these instruments of recreation are dangerous, others easily get out of order, and so become dangerous; and, in any case, they cannot be provided in such quantity as to prevent contentions about their use, or render unnecessary the presence of a large staff of monitors of order. The play-grounds are therefore free of any obstruction or incumbrance; they are large, level, well gravelled, and perfectly safe; and after some months' experience, we find that the children are better and happier when left to the running and romping plays of their own invention, which, coupled with the marching and drilling exercises to which they are subjected, are sufficiently healthful and invigorating, and give no provocation for dissensions and disagreements.

The Building.—On the 17th January, 1862, the District Inspector received instructions from the Secretaries to take possession of the building, its completion having then been certified by the Board of Public Works. We had many opportunities, during the erection, of inspecting the building and its details, and of suggesting occasionally such modifications and improvements in the structure and fittings as might render it eminently conducive to the great end it was intended to serve.

The building, in all its departments, is entirely of Scrabo stone; all the principal walls are of light coloured stone, with rustic chiselling; and the front, which is 151 feet long and two stories high, having massive fawn-coloured dressings, well-finished, making the whole appearance elegant and imposing—the design having been furnished by Mr. Darley before the termination of his connexion with the National Board of Education as their special architect. There is no particular architectural order, the building being a mixture of different orders, forming what builders call the Jacobine order. It is particularly well adapted for school purposes, as it does not demand the sacrifice of utility or convenience to the inexorable laws of architectural proportion and structural harmonies. The building has a style of its own, sufficiently pleasing and abundantly ornamental, and without any deduction from its elegance or design, can readily permit any modification of space or structure required by the exigencies of more extensive practical teaching. The hall door occupies the centre of the front building, and has on one side the pupil-teachers' study-room, the resident master's sitting room, and, at the west angle, a large dining-hall for the pupil-teachers, which is a cheerful and commodious room. On the other side of the hall-door are situated the Inspector's office and the book store, and, at the east angle, the infants' school-room. The upper story in front contains the drawing-class room, the infirmary, the dormitories, and, at the west angle, a second sitting-room. The west flank is altogether appropriated to the domestic establishment, and contains in the basement story the kitchen, pantry, larder, scullery, and servants' sleeping room, and in the second story a bath room, and the sleeping apartments of the head master and the resident assistant. These rooms are airy, spacious, well lighted, and agreeably and healthfully situated. All these apartments, with the exception of the second sitting room, have been furnished at the expense of the Commissioners; and as the duty of selection and purchase was entrusted to us, we endeavoured to discharge

it carefully and with strict regard to efficiency and economy. We feel confident that all the different articles of furniture will be found on examination to be suitable and substantial, and by no means expensive.

School-rooms, &c.—The boys' and girls' school-rooms and class-rooms occupy separate wings in the rear, connected with the main building by branching corridors. The infants' school-room is placed, as already stated, in the east angle of the front building, and is a very elegant and suitable room. All these rooms are lofty, the class-rooms only being ceiled, and the height of the others extending to the roof, the slates having only a lathed rendering, and the spar-beams and roof timbers being exposed, and stained in imitation of old oak. The boys' school-room is 42 feet long, 28 feet broad, and 18 feet high; the girls school-room, 40 feet long, 28 feet broad, and 18 feet high; and the infants' school room, 34 feet long, 25 feet broad, and 28 feet high. The boys' and girls' school-rooms are provided with two separate class-rooms, each having a seated gallery capable of accommodating seventy pupils, and with object and book presses to contain every thing that may be needed for explaining and illustrating the particular branches of instruction that the division of pupils in the gallery may be receiving. The building has been constructed for the accommodation of 150 boys, 120 girls, and 100 infants. The actual accommodation, however, taking the class-rooms into account, is greater than the amount intended, and can be easily made to serve for an attendance of 200 boys, 160 girls, and 150 infants. We have not the least doubt that the actual attendance in the school will soon be such as to attain to the utmost limit of accommodation, and ultimately to demand enlargement.

Organization.—So soon as the time approached when the school-rooms could be brought into practical use, we addressed ourselves earnestly and carefully to their material fitting and organization. In the construction of the desks, seats, and tablet rails, we had the assistance of Mr. Todd, organizing teacher; and in the more difficult and delicate matter of preparing the rooms for the actual business of instruction, we were assisted by Mr. Starrit, organizing teacher, now resident in Belfast. The valuable and liberal grant of maps, pictures, diagrams, and apparatus made to the schools by the Commissioners, we did our very best to dispose over the school-rooms and class-rooms to the utmost advantage, not only with a view to elegance, and to make the rooms pleasing and cheerful, but also with a view to practical utility, that every thing might be in its appropriate place, and be readily available wherever and whenever the teacher might require it. We think we have succeeded in this, and have rendered material and valuable aid to the teachers, who have since been practically testing the value of our arrangements. In selecting the different kinds of mechanical appliances, we have profited by the experience of others. With this view we visited all the surrounding Model Schools, and have availed ourselves of every modern improvement which had been tested and found useful. We have adopted, adapted, and invented; and, after some labour, we think our school-rooms will bear comparison, for tasteful and efficient arrangements, and excellent educational machinery, with any other establishment of the kind in these kingdoms.

On the 14th July last, the principal teachers appointed for the three departments attended at the school, for the purpose of receiving and registering applications for admission; and in the course of a few days, and before the time of opening, they had already on the books applications for 160 boys, 100 girls, and 80 infants.

Acting upon instructions received from the Secretaries, we waited upon the Rev. Dr. Henry, President of Queen's College, Belfast—one of the Commissioners of National Education—and also upon the Lord Bishop of Down and Connor and Dromore, and requested them to undertake the

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duty of conducting any formal proceedings which might be deemed judicious and appropriate at the public opening of the schools and inauguration of the building, and we have pleasure in reporting that these gentlemen most readily complied with our request.

Public Opening.—On the 4th August, 1862, after due advertisement, the schools were publicly opened for the reception of pupils and commencement of business. We had a very large attendance of visitors, embracing the gentry and clergy of the town and neighbourhood, and a considerable number of the parents of the children and friends of National Education. The clergymen present represented every denomination except the Roman Catholic.

Among the principal visitors present we may mention the following :—The Lord Bishop of Down and Connor ; the Rev. P. S. Henry, President of Queen's College, Belfast ; Andrew Mulholland, esq., D.L., Springvale, and Miss Mulholland ; S. D. Crommelin, esq., D.L., Carrowdore Castle, and Mrs. Crommelin ; John Andrews, esq., J.P. ; Rev. Joseph Bradshaw, J.P. ; Rev. Julius McCullough ; Rev. George Hughes ; Rev. James Young ; Rev. John Chadwick ; Rev. Hugh Moore ; Rev. John Brown ; Rev. W. Craig ; Rev. John Rogers (Comber) ; Rev. W. Patteson (Bangor) ; Rev. William Clarke (Bullygraney) ; Rev. William Hall (Grey Abbey) ; Rev. Henry Osborne (Hollywood) ; William McCreehy, esq., Chief of Inspection, and Mrs. McCreehy ; William R. Molloy, esq., District Inspector ; Robert Nesbitt, esq., District Inspector ; Robert Irvine, esq., District Inspector ; James Patterson, esq., District Inspector ; John S. Armstrong, esq., M.D., and Mrs. Armstrong ; Dr. Martin ; William Parr, esq., Manager of Belfast Bank ; John McKittrick, esq. ; John Taylor, esq., &c., &c.

The Rev. Dr. Henry, one of the Commissioners of National Education, and acting on their behalf, requested the Lord Bishop of Down and Connor to take the chair, and informed the meeting that he had received a communication from the Right Honourable Lord Dufferin and Claudeboye, regretting that unavoidable circumstances prevented his attendance. A communication, received by Mr. Osborne, from the Most Noble the Marquess of Londonderry, explaining and regretting his inability to attend, was also read to the meeting.

The Lord Bishop of Down, on taking the chair, delivered a short but most appropriate address, characterized by the liberality, Christian charity, and public spirit for which this amiable prelate is distinguished : after which, on the motion of Rev. Dr. Henry, the Lord Bishop vacated the chair, when it was occupied by Andrew Mulholland, esq., D.L., Springvale. On the motion of John Andrews, esq., J.P., seconded by the Rev. Joseph Bradshaw, J.P., a vote of thanks to the Lord Bishop of Down and Connor, for his dignified and becoming conduct in the chair, was carried by acclamation, and the school was declared opened for the reception of the pupils and the business of instruction, &c., &c.

TEACHING STAFF.—Besides the three principal teachers in charge of the three departments, there was, when the school opened, only one assistant teacher appointed in addition to the pupil-teachers and monitors.

Some time elapsed before the appointments were all completed, and the school suffered a little in consequence.

The following table exhibits the full staff as it stood on the 31st of December, 1862 :—

December, 1862 :—					Reports on District and Minor Model Schools.		
Name.	Position in School.	Age.	Religion.	Date of Ap- pointment.			
Boys' SCHOOL.							
M. Harbis-on,	Principal,	32	Presbyterian,	14/7/62	Newtown- ards.		
Wm. H. Greer,	Assistant,	26	Established Church, . .	11/8/62			
John Toomey,	Do.,	21	Roman Catholic, . . .	1/10/62			
Moses Erwin,	Do.,	27	Presbyterian,	10/11/62			
Joseph Todd,	Pupil-Teacher, . .	16½	Established Church, . .	1/8/62			
Ed. Jenkinson,	Do.,	17½	Do.,	1/1/62			
Patrick Curran,	Do.,	17	Roman Catholic, . . .	1/8/62			
Francis M'Carten, . . .	Do.,	17	Do.,	1/1/62			
Matthew Minnis,	Do.,	18½	Presbyterian,	1/8/62			
R. J. Simpson,	Do.,	20	Do.,	1/8/62			
Hugh Magowan,	Do.,	18½	Do.,	1/8/62			
Samuel M'Cutcheon, . .	Do.,	18½	Do.,	1/8/62			
John Simpson,	Do.,	17	Do.,	1/8/62			
Robert Wilson,	Do.,	16	Methodist,	1/8/62			
James Lamont,	Do.,	16	Unitarian,	1/9/62			
John Brown,	Paid Monitor, . .	14	Roman Catholic, . . .	1/8/62			
GIRLS' SCHOOL.							
Annie Rowan,	Principal,	24½	Established Church, . .	14/7/62	Newtown- ards.		
Sarah Pelling,	Assistant,	19	Presbyterian,	11/8/62			
Lizzie Jennings,	Do.,	19	Roman Catholic, . . .	15/9/62			
Lizzie Moore,	Do.,	17	Presbyterian,	15/9/62			
Annie Cowan,	Pupil-Teacher, . .	17	Do.,	15/8/62			
Rosina Burns,	Do.,	17	Established Church, . .	1/8/62			
Catherine Breen,	Do.,	17½	Roman Catholic, . . .	1/8/62			
Martha Robinson, . . .	Do.,	21	Presbyterian,	1/8/62			
Lizzie M'Ilvenny,	Paid Monitress, . .	14½	Roman Catholic, . . .	1/8/62			
Maggie M'Conkey, . . .	Do.,	16½	Presbyterian,	1/8/62			
Maggie Keenan,	Do.,	15	Unitarian,	1/8/62			
Mary A. Watters,	Workmistress, . .	25	Presbyterian,	1/8/62			
INFANTS' SCHOOL.							
Susan Collins,	Principal,	20	Roman Catholic, . . .	14/7/62	Newtown- ards.		
Kate Bradford,	Assistant,	20	Unitarian,	1/8/62			
Sophia Small,	Do.,	20	Presbyterian,	1/9/62			
Eleanor J. Gaw,	Pupil-Teacher, . .	17	Do.,	1/8/62			
Mary M'Kee,	Paid Monitress, . .	16	Do.,	1/8/62			
Annie Gibson,	Do.,	16	Do.,	1/8/62			
Fanny Campbell,	Do.,	14	Methodist,	1/8/62			
Jane Mayne,	Do.,	15	Presbyterian,	1/9/62			
ATTENDANCE.—The pupils on the rolls on the 31st December, 1862, were classed as follows :—							
Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.
Lesson Books :							
Book I.,	—	—	44	Geography—continued.			
„ II.,	33	18	20	From Text Books :			
Sequels,	50	38	9	Local,	87	51	—
Book III.,	47	32	—	Mathematical and Phy- sical,	46	39	—
„ IV.,	36	19	—	Arithmetic :			
„ V.,	10	—	—	Tables only,	—	—	44
Totals,	176	107	73	Simple Rules,	83	56	29
Grammar :							
Parts of Speech only, . .	83	56	29	Compound do.,	—	51	—
Parsing and Syntax, . .	93	51	—	Proportion,	47	10	—
Derivations,	46	51	—	Practice, Interest, &c., .	46	9	—
Composition,	46	19	—	Mental,	176	107	—
Geography :							
Lessons on Maps only, . .	43	34	73	Writing :			
„ On Slates only,							
„ Paper,							
From Dictation,							

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Classification of the Pupils on the Rolls—continued.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Branches for Females :				Extra Branches—continued.			
Sewing,	—	107	—	Geometry,	46	—	—
Knitting,	—	50	—	Algebra,	46	—	—
Netting,	—	20	—	Book-keeping,	20	—	—
Embroidery,	—	12	—	Music,	176	107	73
				Drawing,	176	73	73
Extra Branches :				Physical and Applied			
British Poets,	46	39	—	Science,	46	—	—
Mensuration,	46	—	—	Modern Languages,	7	11	—

The average age of pupils at the same date :—

Boys, . 11·1 Girls, . 11·3 Infants, . 4·8

Table showing the state of the attendance for five months ending 31st December, 1862 :—

	Boys.	Girls.	Infants.	Total.
Average on rolls,	164·4	104·7	74·2	343·3
Average attendance, excluding Saturdays,	153·7	95·3	64·4	313·4
Average for every day school was open,	152·1	94·4	63·4	309·9

	Boys.	Girls.	Infants.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School fees received for five months ending 31st December, 1862,	48 7 1	31 2 9	19 2 5	98 12 3
Requisites sold, same time,	18 6 6	8 7 8½	0 11 9½	27 6 0
Drawing materials, ditto,	—	—	—	4 10 0
Needle-work, ditto,	—	—	—	0 11 0½
				32 7 0½

Total number appearing on rolls for 1862, classed according to rates of payment :—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	70	47	22	139
At 2s. 6d. „	54	47	31	132
At 1s. 1d. „	70	32	30	132
Total,	194	126	83	403

Rates of payments of pupils on rolls at end of year 1862 :—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	65	44	19	128
At 2s. 6d. „	45	39	26	110
At 1s. 1d. „	66	24	28	118
Total,	176	107	73	356

Total number of pupils appearing on rolls for the year 1862, classed according to religious denomination :—

	Boys.	Girls.	Infants.	Total.
Established Church,	17	11	3	31
Roman Catholic,	1	1	—	2
Presbyterian,	140	83	65	288
Unitarian,	20	23	10	53
Methodist,	12	8	5	25
Baptist,	4	—	—	4
Total,	194	126	83	403

Religious denomination of pupils on rolls at close of year 1862 :—

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	Boys.	Girls.	Infants.	Total.
Established Church,	17	7	3	27
Roman Catholic,	1	1	—	2
Presbyterian,	124	71	57	252
Unitarian,	18	22	8	48
Methodist,	12	6	5	23
Baptist,	4	—	—	4
Total,	176	107	73	356

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With reference to the two last tables we beg to state that this is peculiarly a Presbyterian locality, the other denominations being relatively small. In addition to this we may mention that the Roman Catholic clergyman, having in the spring of this year built a new school-house, naturally made extra efforts to induce the children of his own denomination to attend that school. In any case there could not be any considerable number of Roman Catholic children attending the Model School, but we have no doubt that, ultimately, and at no very remote date, the Roman Catholic denomination will be fairly represented in our attendance.

Religious Instruction.—After communicating with the clergymen of the different denominations, we have arranged that there shall be separate religious instruction on Monday, Tuesday, Wednesday, Thursday, and Friday, from ten o'clock to half-past ten o'clock, and on Saturday from twelve o'clock to one o'clock. On this latter occasion facilities are afforded to the clergy to give religious instruction to the children of their several flocks; at the other times, the instruction is given by the teachers to the children of their own denomination.

The pupils of the Established, Presbyterian, Unitarian, and Methodist churches are instructed every Saturday, with less or more regularity, by clergymen of their own denomination—the Rev. George Hughes acting for the Presbyterian Church by appointment of the Ards Presbytery.

The present Incumbent of the parish of Newtownards, the Rev. J. McCormick, being opposed to the system of National education, does not visit the school; but the Rev. Joseph Bradshaw, an esteemed clergyman of the Established Church, resident without charge in this vicinity, attends occasionally on Saturdays and instructs the children of that faith.

PUBLIC EXAMINATION OF THE PUPILS.

Taking into account how recently the schools have been opened, and that they have had only an operation of little more than four months, it might at first sight appear injudicious to have a public examination so soon; but when we considered the excellence of our staff, the efficiency of all our arrangements, the spirit of the pupils, and the importance of interesting the public on behalf of the institution, and of having with us the sympathy of the parents in the instruction and training of their children, we deemed it well to have an open and thorough examination before the breaking up of the schools for the Christmas holidays.

After due notice, the public examination was held on the 10th and 11th December.

We had a very crowded audience, principally composed of the parents of the children and the clergymen of the different denominations, representing, as at the opening of the schools, all the religious persuasions except the Roman Catholic. A considerable number of the teachers of the surrounding National Schools attended, and we had the presence and assistance of W. R. Molloy, esq., and Robert Irvine, esq., District Inspectors of National Schools.

In matters of order, in bringing up to the temporary gallery the different divisions and withdrawing them after the examination, we were assisted

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by the admirable tact and good humour of Mr. George Washington, the Board's teacher of vocal music, under whose direction the songs and pieces of music were executed, to the manifest delight of the audience, who were quite taken by surprise at the proficiency of the music classes, and the amount of precision, taste, and expression which the pupils had attained in so short a time under their excellent instructor. All the teachers in the different departments entered heartily and cheerfully into the duties of the examination, and acquitted themselves most creditably.

Nothing could be better than the spirit and temper of the children; and the animation, readiness, and intelligence of their answering was most pleasing to us and highly satisfactory to the audience.

These observations will apply to all the branches, but especially to arithmetic (slate and mental), geography, natural history, physical science, and reading. Some of the pupils read with so much grace of intonation and intelligence of expression as to call forth the hearty applause of the listeners, and the more valuable commendation of the public press.

Next to the performances of the music classes, the most popular part of the public examination was that of the infants. Their bright and happy faces, their eagerness in replying, the readiness and intelligence of their answers, and the spirit and correctness with which they executed their little songs (sacred, moral, and educational), delighted every one, and reflected great credit on their kind and painstaking teachers, who had devoted themselves very earnestly to their improvement.

The boys answered very well in arithmetic (slate, mental, and theory of rules), and in physical science, though it had been but a short time previously commenced; the judicious and well-sustained examination of Mr. Greer, illustrated by some apparatus and simple experiments, elicited very satisfactory replies.

The girls in parsing and derivations, under Miss Rowan, in natural history, under Miss Pelling, and in grammar and geography, under Miss Jennings, passed a very creditable examination.

The copy-books were exhibited in the boys' and girls' school-rooms suspended round the sheeting. The style and execution were excellent, presenting every evidence of care and supervision—the books being remarkably clean and neat. In the girls' school-room were also exhibited a number of specimens of drawing executed by the pupils under Mr. Greer, and a large quantity of articles presenting samples of every kind of needlework, produced by the pupils under the work-mistress, Miss Watters. The great majority of the visitors, particularly the ladies, inspected those specimens with great interest and some minuteness, and expressed themselves highly pleased. The drawings indeed were particularly excellent, considering that this branch was quite new to all the pupils—the classes being but a short time in operation, and the special fittings for the drawing class-room not having been provided, owing to the unnecessary delay of the Board of Public Works.

The very large number of visitors which crowded the school-rooms on both days evinced the utmost interest in the proceedings; and nothing could be more favourable to the character of the schools than the general public impression, as to their efficiency, which the examination has justly produced.

After the Head Inspector had distributed the parchment certificates with the award of premiums to the pupils who had earned them by their general proficiency and good conduct, he requested that any visitors present who felt disposed to do so, would express freely and candidly what they thought of the result of the examinations and the state of the schools.

Readily availing themselves of the opportunity thus presented, the following clergymen, Rev. Hugh Moore, Rev. Julius McCullough, Rev.

T. S. Woods, Rev. George Hughes, Rev. Thomas Watters, Rev. John *Appendix B.*
 Quartz, and Rev. John Chadwick, successively addressed the audience, *Reports*
 speaking in the most flattering terms of the character of the examination *on District*
 and answering, the excellence and suitableness of the school-rooms and *and Minor*
 appurtenances, particularly of the diagrams, pictures, and apparatus, and *Model*
 the general boon and blessing of the National system of education to the *Schools.*
 people of Ireland, and the particular advantage and benefit of this Model *Newtown-*
 School to the town and neighbourhood of Newtownards.

After a number of pieces of music had been sung by Mr. Washington's full class of senior pupils, concluding with the National Anthem, the proceedings terminated.

The Commissioners very kindly placed at our disposal the sum of £15 to be distributed in premiums among the most deserving pupils. These premiums, according to the practice at all the Board's Model Schools, were not determined in any way by the results of the public examination, but were decided previously, upon the results of a careful and searching private examination—extending to every pupil and every branch of instruction—which occupied ten days, and included a written record of the answering, and a consideration of the entire conduct, demeanour, and attendance at the school.

Of this examination we now take leave to speak more fully and critically than of that exhibited to the public. Whilst we bear in mind the fact that the schools have been but a short time in operation, it is only fair at the same time to consider that the principal teachers in all the departments, as well as some of the assistants, are tried and experienced servants of the Board, sustaining the highest character for efficiency, and all of them well prepared for their duties, and selected solely from a regard to their fitness and attainments. With such a staff and such machinery we reasonably expected good results, notwithstanding the short period of operation.

Reading.—Boys.—All the boys in the different classes read fluently and with a fair measure of distinctness and accuracy, but the general accent is coarse; and, notwithstanding the cases of excellence which attracted attention at the public examination, there is still much to be desired in the way of modulation and a clear and graceful enunciation.

Girls.—What is very unusual, the girls did not read so well, generally, as the boys, but this seems to have arisen chiefly from timidity: a large number of the girls, not having hitherto attended National Schools, were not accustomed to the ordeal of examination. Miss Rowan is peculiarly well adapted to teach this branch; and, with more instruction and practice, the girls will, we have no doubt, do much better on any future occasion.

Penmanship.—Boys.—The penmanship is taught from chalk copies written on the large black-board by one of the teachers, and placed in front of the division of pupils on the benches. The teachers or assistants in charge of this lesson then occupy themselves in a careful supervision of the writers; instructing and directing them as to the attitude, manner of holding the pen, and placing the book, and the form and proportion of the letters. The results are so satisfactory as to leave little to be desired.

Girls.—In the girls' school, though a similar plan is occasionally resorted to, it is the more common practice for the teachers to set copies with their own hand at the head of each page of the copy-book, and in their supervision to require the pupils to imitate them. In the senior and middle divisions, the results are very good. The junior girls make a tolerable attempt.

Arithmetic.—Boys.—All the pupils, from the sequel class upwards, can write numbers to seven places of figures. The fifth class pupils are fairly

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acquainted with the exercises and rules in Thomson's Treatise to the end of Profit and Loss; the fourth class pupils have advanced as far as Practice; the third class pupils know the compound rules; and the sequel and second classes are learning the simple rules. All are familiar with the principal arithmetical tables, and with some of the theories and explanations of rules; and a fair amount of progress has been made in mental arithmetic. The teachers are alive to the three points of excellence to be desired in this branch, viz., accuracy, expedition, and neatness, and their efforts are directed to their accomplishment. At the public examination the following questions in Practice and Interest were solved correctly and neatly by a number of the boys in three minutes and by two of them in two and a-half minutes:—

- (1.) $69\frac{5}{8}$ yards at 13s. 10d. per yard.
- (2.) $257\frac{1}{2}$ yards at £2 9s. 4d. per yard.
- (3.) 5 cwt. 3 qrs. 21 lbs. at £4 14s. 6d. per cwt.
- (4.) 561 acres 2 roods 20 perches at £1 17s. 6d. per acre.
- (5.) Find the interest of £447 12s. 6d. from July 8th to December 26th at $5\frac{3}{4}$ per cent. per annum.
- (6.) What is the interest on £81 10s. for 2 years and 5 months at $4\frac{3}{4}$ per cent. per annum.

Girls.—The advanced girls can work sums in Simple Proportion and Practice with a fair amount of correctness and quickness. Third class pupils are learning compound rules, and the sequel and second classes are learning simple rules only. From the third class upwards they can write numbers to seven places of figures, and all have less or more acquaintance with the arithmetical tables and a few of the simple rules and exercises in mental arithmetic. Some of the girls are not sufficiently grounded in elementary rules and processes, and will require special care and instruction on these matters.

Grammar.—Boys.—The fourth and fifth classes can parse syntactically with a fair amount of fluency and knowledge of principles; and a few boys can make an intelligent attempt at analysing sentences of moderate difficulty. They also know most of the roots, prefixes, and affixes at the end of Fourth Reading Book. Third class boys parse etymologically; and the sequel and second classes can refer the principal words in their ordinary reading lesson to their proper classes with some amount of readiness and accuracy.

Girls.—Fourth class girls parse syntactically; third class, etymologically; and the lower classes point out the parts of speech. All are learning home-lessons in Sullivan's Text-Book; but, with the exception of a few of the more advanced girls, the parsing and intelligent acquaintance with this branch are not satisfactory.

Geography.—Boys.—Second class and sequel No. 1 pupils are acquainted to some extent with the outlines of the map of the World. Sequel No. 2 and third classes are learning home-lessons in the Introduction to Geography and History, and can answer fairly in the first thirty pages. They also know the maps of Europe and Ireland, at least the outlines and general features. The fourth and fifth classes know fairly the maps of the World, Europe, and Ireland, and answer intelligently, from the Geography Generalized, on mathematical principles and the political and descriptive geography of Europe and Ireland.

Girls.—The course of instruction in this branch is pretty much the same in the girls' school as that given above, and the answering was on the whole very good, though there was a great falling away in some of the drafts. Some girls in the senior division answered very well in the historical sketches given in the Geography Generalized.

Dictation.—It is the practice in both the boys' and girls' schools, according to our instructions, to write all dictation exercises in copy-books provided for the purpose. The errors are then marked, and each pupil writes a list of them corrected at the foot of the exercise. The substance of the dictation exercise is then re-written, putting the corrected words in their proper places—and so the memory is helped by the law of suggestion. The exercises both at the private and public examinations were very satisfactory. The oral spelling of the principal words throughout the lesson-books was, on the whole, creditable. There is also, for the time, a fair acquaintance with the Spelling Book Superseded.

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Extra Branches.—The advanced boys know the definitions and the first twelve propositions of the First Book of Euclid. They also know a little algebra, some mensuration, and also some political economy. In physical science very little has been done, as the full supply of apparatus and diagrams for the illustration of the subject has not yet been received from Dublin, and we were desirous at any rate to keep it in abeyance until after the Christmas holidays. A few lectures and lessons were, however, given by Mr. Greer; and the fifth class boys, on the day of the public examination, were able to answer pretty well on the properties of the atmosphere and the construction of the barometer and pumps; also on the properties of bodies, and on the nature of the mechanical powers, and some of the rules for calculating their practical effect.

Drawing.—This branch is taught regularly to the senior division of pupils in the boys' and girls' school; and to the middle division for a shorter time and in a more elementary course. It is also taught to the pupil-teachers and monitresses. To these junior assistants, and indeed to the pupils generally, drawing is taught not only as an extra branch, but at extra time, interfering as little as possible with the ordinary course of literary instruction.

At the public examination, the pupils of the drawing-class were able to execute before the audience outlines in chalk from the flat; and excellent specimens which they had previously executed in outline and shading, both from the flat and the round, were exhibited on the walls of the girls' school-room. They could also answer to some extent on the theory and principles of perspective.

Needlework.—This branch is taught very efficiently by Miss Watters. As we have already stated, very creditable specimens were exhibited on the days of the public examination in almost every kind of plain and fancy sewing, knitting, netting, crochet, embroidery, and the artistic construction of flowers and ornaments.

Infants' School.—The second class, which is the highest in this department, was examined at the private examination in reading, spelling, arithmetic (simple rules and tables), grammar (parts of speech and simple definitions), map of the World, blank map of Ireland, and outlines of natural history.

The first class was examined in reading and spelling; fourteen of them can read any part of the third section of First Book. The infants are also taught outlines of drawing, and the high division write upon paper. The general answering in this school was very good. But we would not by any means estimate the value of an infant school by any mere literary programme. The operations of this department lie, in our opinion, in a different domain, and address themselves primarily to moral and æsthetical results; to the cultivation of the sentiments; to the regulation of the temper and disposition; and to the awakening and direction of the taste. Everything that can be done for the accomplishment of these objects is attempted in this school; and it is not too much to say that the spirit of order, the cheerful submission to authority, the happy vivacity of the

Appendix B. Reports on District and Minor Model Schools. infants, and the eager application and readiness with which they enter into all their exercises and lessons, and the taste and animation with which they sing all their little songs and hymns, are no more than the legitimate results of the judicious superintendence, the careful training and teaching, and the affectionate counsel and instruction of their amiable and accomplished teachers.

Newtownards. As the Head Inspector did not approve of giving premiums to infants, a portion of the grant for this purpose was expended in fruit and confectionary, which was distributed amongst them by Mr. Washington, to their great delight, in which he largely shared.

Drill and Physical Exercise.—Sergeant Richard Crangle was appointed by the Commissioners as door-keeper, messenger, and drill master, from the 1st September, 1862. So long as the weather permitted, the boys were regularly trained and exercised in so much of military drill as might tend to the formation of a good carriage, a healthy physical development of the body, and the promotion of order and regularity in the school movements. During the very severe cold and wet weather, and the dark mornings of the winter months, this exercise was necessarily suspended, but it will be soon resumed; and we purpose to extend it in a modified form both to the girls' and infants' departments.

Pupil-teachers and Pupil Monitors.—We took occasion at the close of the year to examine the pupil-teachers and monitors in the course of instruction prescribed for them, and we are happy to be able to report favourably of their improvement and attention to study, whilst their general conduct, demeanour, and attention to their duties, in the house and in the school, have been most exemplary.

In conclusion, it gives us sincere pleasure to report that in every respect and in all its departments the Newtownards District Model National School has made a most auspicious commencement.

We have the honour to be, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.

A. T. OSBORNE, District Inspector.

The Secretaries, Education Office,
Dublin.

Belfast. 13.—JOINT REPORT OF JAMES PATTEN, Esq., LL.D., T.C.D., Head Inspector, and WILLIAM R. MOLLOY, Esq., District Inspector, on the BELFAST DISTRICT MODEL NATIONAL SCHOOL, for the year 1862.

April 18, 1863.

GENTLEMEN,—We beg to submit, for the information of the Commissioners, the following Report on the Belfast District Model School, for the year 1862.

The only point with reference to the building, in its material aspect, that we consider it necessary to bring under your notice at present is the extraordinary delay, on the part of the Board of Works, in effecting the alterations and repairs in the building - to which special attention has been repeatedly called during the last four years.

The subjoined tables furnish information on the more important points in connexion with the statistics of this Model School.

TABLE I.—Comparative view of the Average Number on Rolls, the Average daily Attendance, and the Centesimal Proportion of the latter to the former; also the amount of School Fees received, and Requisites sold to the pupils in each department, for the years 1861 and 1862 :—

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For Year ended	Department.	Average on Rolls.	Average Daily Attendance	Per-centage.	School Fees received.	School Requisites sold.	<i>Belfast.</i>
31st December, 1861,	Boys,	496.8	439	88.4	£ s. d. 232 11 9	£ s. d. 62 17 3 $\frac{1}{2}$	
	Girls,	360.6	282.3	78.2	160 14 2	33 9 0 $\frac{1}{2}$	
	Infants,	295	239.7	82	97 6 0	4 13 7	
	Total,	1,152.4	961	83.4	490 11 11	100 19 11 $\frac{1}{2}$	
31st December, 1862,	Boys,	586	505	86.2	303 16 0	71 0 2	
	Girls,	420.5	348.1	82.8	211 18 1	44 5 5 $\frac{1}{2}$	
	Infants,	331	273	82.5	125 1 2	6 8 10 $\frac{1}{2}$	
	Total,	1,337.5	1,126.1	84.2	640 15 3	121 14 6	

TABLE II.—Number of Pupils on Rolls at the different Rates of Payment on 31st December, 1862 :—

	Boys.	Girls.	Infants.	Total.
Number on rolls at 5s. per quarter,	171	102	36	309
„ „ 2s. 6d. „	242	218	146	606
„ „ 1s. 1d. „	214	127	173	514
Total on the rolls,	627	447	355	1,429

TABLE III.—Literary Classification and average age of the Pupils on the Rolls on 31st December, 1862 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I.,	—	—	195	Compound Rules,	146	103	—
„ II.,	242	113	135	Proportion,	74	56	—
Sequels,	146	125	25	Practice, Interest, &c.,	165	50	—
Book III.,	144	103	—	Mental,	627	447	—
„ IV.,	54	72	—	Writing :			
„ V.,	41	34	—	On Slates only,	—	—	355
Total,	627	447	355	„ Paper,	627	447	—
				From Dictation,	627	447	—
Scripture Lessons,	46	6	—	Branches for Females :			
Grammar :				Sewing,	—	447	—
Parts of Speech only,	388	238	160	Knitting,	—	447	—
Parsing and Syntax,	239	209	—	Netting,	—	30	—
Derivations,	239	209	—	Embroidery,	—	50	—
Composition,	239	209	—	Cutting-out,	—	34	—
Geography :				Extra Branches :			
Lessons on Maps only,	82	113	330	British Poets,	385	106	—
From Text Books :				Mensuration,	95	—	—
Local,	450	228	25	Geometry,	95	—	—
Mathematical and				Algebra,	95	—	—
Physical,	95	106	—	Book-keeping,	95	—	—
Arithmetic :				Reasoning,	41	—	—
Tables only,	—	—	142	Music,	627	447	355
Simple Rules,	242	238	213	Drawing,	627	447	213
				Physical and Applied Science,	95	61	—

Average age, boys 11.1; girls, 11.9; infants, 6.

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In our last Report we adverted to the gratifying fact that this Model School was satisfactorily fulfilling one of the chief objects for which such institutions were established, viz., the training of young persons for the office of teacher.

During 1861, *thirty-three* males and *thirty* females left the institution prepared to take charge of schools as principal or assistant teachers; and in 1862 the number was still larger—as many as *seventy-six* having left for a similar purpose.

The *public examination* of the pupils took place on the 17th and 18th December, under circumstances more than ordinarily favourable. From the high estimation in which these schools are held, the annual examinations are always looked forward to with much interest, not only by the parents of the numerous pupils, but also by the friends of education, and the public of the town and neighbourhood generally.

On this occasion, the presence of His Excellency the Lord Lieutenant of Ireland gave additional *éclat* to the proceedings; and the examination hall and passages leading to it were thronged by a numerous assemblage of influential personages of the nobility, clergy, gentry, and merchant classes, as well as by many ladies. The Commissioners who were present were the Lord Bishop of Derry and Rev. Dr. Henry, President of Queen's College, Belfast.

Amongst the visitors were the Lord Bishop of Down and Connor and Dromore, Lord Dufferin and Claudeboye, Lord Massereene and Ferrard, the Very Rev. the Dean of Dromore, Rev. Dr. Cooke, Moderator of the General Assembly; Rev. Dr. Gibson, President of Presbyterian College; Rev. G. T. Payne, Rector of Kilroot; Rev. Dr. Montgomery, Moderator of the Remonstrant Synod of Ulster; Rev. Dr. McCosh, Rev. Dr. Edgar, Rev. Wm. Johnston, Rev. H. Murphy, A.M.; Rev. Dr. Bryce, Dr. Stronge, Dr. MacCormac, Dr. Corry, T. Blaine, Esq., LL.D.

The first day's proceedings opened with an examination of the middle division of boys in reading, spelling, grammar, geography, and arithmetic.

The junior division of girls was the next class examined, the subjects being geography and natural history.

The pupils of both divisions displayed a satisfactory acquaintance with the several subjects on which they were examined.

The class of infants followed next in order, and these pupils were exhibited in a most favourable light by their head teacher in an "Object Lesson."

At this stage of the proceedings His Excellency arrived, and was received by the Commissioners who were present, and by the Head and District Inspectors. As His Excellency was proceeding to his seat, a large class of girls, under the leadership of the singing master, sang the National Anthem, in an admirable manner. Subsequently His Excellency selected, from a very extensive programme, the choruses "Glorious is Thy Name" (Mozart), "Before Jehovah's awful Throne," the "Hallelujah Chorus" (Handel's "Messiah"), and Moore's Irish melody, "When through Life unblest we rove," all of which were given in a style which evidenced careful training, and great natural talents in the pupils.

His Excellency, in common with all present, appeared to be greatly delighted with the music; and an additional and unexpected pleasure awaited him when the girls sang the duet "Who has not felt 'mid azure skies," the words of which were composed by himself.

The senior division of boys having been examined at considerable length on arithmetic, mensuration, and chemistry—in all of which their answering was prompt and accurate, and showed a rational knowledge of these subjects, the girls of the senior division were next brought forward, and some of its members read, with correct emphasis and excellent effect, such

beautiful pieces as "Cato's Soliloquy," "The dying Christian to his Soul," *Appendix B.*
 "Vital spark of Heavenly Flame."

While the examination was going on, several of the female pupils were engaged in drawing from memory a very elaborate design of a drinking fountain; and His Excellency, and the principal visitors, on inspecting their work, highly complimented the pupils and their teacher, Mr. Smeeth, for the skill and proficiency displayed.

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At the close of the first day's proceedings, the Head Inspector stated to His Excellency and the visitors that the certificates of merit with premiums attached (amounting to £40) which His Excellency had graciously consented to hand to the fortunate competitors to whom these honourable distinctions had been awarded, were the result of a private examination, extending over several weeks, during which period all the classes and every individual had been thoroughly and minutely examined in each class, on all the subjects contained in their respective programmes; and that these annual public examinations served merely as a general exposition, as it were, of the subjects taught, and the degree of proficiency attained. The subjoined details regarding the attendance, &c., were then given:—

Total number of pupils then on rolls,	1,429
Average daily attendance for week ended 13th December,	1,152
Ditto, for the corresponding period of year 1861,	1,020

	E. C.	R. C.	Pres.	Others.	Total.
Religious denominations of pupils on rolls,	308	357	612	152	1,429
Per cent.,	21.5	25.	42.9	10.6	
Centesimal proportions of the Teachers of the different religious denominations,	21.1	25.7	41.3	11.9	

"His Excellency then rose and said—I have now the pleasure of giving the silver medals to the pupils to whom they have been awarded. The silver medal for superior proficiency in drawing, presented by Mrs. M'Creedy, has been awarded to Teresa M'Cann. A silver medal for superior proficiency in physical science, presented by our friend the Head Inspector, Dr. Patten, has been obtained by John George; and a silver medal for general proficiency in school studies, presented by my friend now standing beside me, Mr. Molloy, has been won by Annie Service. A special certificate for drawing has been awarded to James M'Bride. [The Lord Lieutenant then presented the medals and a large number of certificates to the successful competitors.] His Excellency proceeded to say—Ladies, my lords, and gentlemen, it has been a great satisfaction to me to have been able to devote a short portion of the only day I am, unfortunately, able to spend in Belfast to an examination in the Belfast Model National School. The numerous other avocations which I unfortunately have, have prevented me from lingering so long among you as I should otherwise have wished, so that we have not been able to go through the whole cycle of instruction. However, I have heard questions addressed both to the boys and girls, upon matters both useful and sufficiently difficult to test the system under which they have been brought up; and it seems to me that the answers were delivered with great precision and accuracy. I am not surprised at the excellence of the musical classes when I find they are still presided over by Mr. Washington. I have been very happy to renew the pleasing impressions which I derived from a former visit which I paid to this institution, and I am glad to find on this occasion that it is in such a flourishing condition, both in respect to the aggregate numbers who attend, and also to the proportions of the respective churches. It is not at all necessary for me at this time of day to use any expression of my adhesion to the National System of Education in Ireland. The fidelity of now thirty years is a satisfactory voucher for me since I have known the first introduction and working of that system, and the continuous experience I have had has only riveted my attachment to its broad and fundamental principles. The very few words which the other engagements of the day admit of my making use of on this occasion are directed to the young pupils and students, and are quite independent of the particulars of any system of education, or any maxims of State policy. They lie outside of them, and they rise above them; for I would desire to convey to all of you, my young friends, who are gathered here, and to those to whom my words may be afterwards reported, that it rests with one and each of you all to bear your own part in life, to discharge your own duties, to bear

Appendix B. your own burdens, to mould your own characters as far as may be. To a great extent you may shape your own courses in life, and in humble dependence upon the divine blessing, you will secure your own immortality of happiness and glory. I do not wish to appear to assume too solemn a tone. lest I should be thought to be encroaching upon the province of the right reverend lords and the reverend and eminent divines whom I am happy to see around me on this occasion. Therefore, that I may not end in too grave a tone, I will only beg further to ask the authorities of this establishment to be so good—in commemoration of the welcome I have received within these walls, and of the good report I hear of your proficiency in your studies and general conduct—as to annex three days more to the present vacation.”

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His Excellency's request having been acceded to, the singing classes once more gratified the audience with some excellent music; after which the Lord Lieutenant visited the other school-rooms, and expressed himself highly pleased with what he saw.

The infants' school, with its numerous happy faces, was an interesting spectacle. The room was neatly decorated with evergreens interspersed with pretty annuals. Several artistically wrought garlands were suspended from the ceiling.

The motto “God save the Queen” was attached to the garland over the gallery, and immediately under it hung a crown made of evergreens. The walls were draped with very fine specimens of fancy work, executed in the girls' school. A large quantity of useful and ornamental products of female industry was also displayed on stands.

On the 18th of December the examinations were brought to a close; the remaining subjects of an extensive programme having been examined on with as much success as on the previous day.

Before the completion of the distribution of the certificates of merit, letters, expressive of regret for their inability to be present on the occasion, were read for the visitors from the Chief Secretary for Ireland, Sir Robert Peel, the Lord Primate, the Bishop of Kilmore, Lord Lurgan, and Lord de Ros.

We are happy to be able to assure the Commissioners that the Belfast Model School was never in a more flourishing state, and that it is fully realizing the expectations of its best friends.

We are, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.

WILLIAM R. MOLLOY, District Inspector.

The Secretaries,
&c., &c.

Trim. No. 14.—ANNUAL REPORT ON THE TRIM DISTRICT MODEL SCHOOL,
for the Year 1862, by W. A. HUNTER, Esq., Head Inspector.

March, 1863.

GENTLEMEN,—I have now the honour to submit my annual Report on the Trim District Model School, for the year 1862.

This school was placed under my charge, as Head Inspector, at the beginning of the year, but as I was previously, in the years 1853 and 1854, resident in Trim, as Inspector of the district, I was not a stranger to its character, as an efficient agent in carrying out the design of the Commissioners in its establishment. I know that this school was regarded by the inhabitants of Trim and a considerable district of surrounding

country as the National School for the education of their children ; as such it has been supported by them in a way that proves the confidence they have in the mode in which it is conducted. The more important function of sending out, year after year, young men and young women trained for the office of teacher, has been no less efficiently discharged. On this point I am in a position to testify without any hesitation, as I have now the opportunity of witnessing the results of the labours of several young teachers in their own schools throughout the country who had their preparatory training, as pupil teachers or as monitresses, in this establishment.

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The reports of their District Inspectors, the respectable classification which many of them now hold, and my own experience of their work, all concur in testifying to the valuable results accomplished by the Trim Model School, both as regards the instruction imparted, and the special training which fitted them for communicating such instruction to others.

The buildings have been maintained in good repair ; the walls inside want colouring ; it is probably owing to this that the interior does not present that neat and tidy appearance which one always expects to find in establishments of this kind. Plans have been prepared and contracts submitted for additional works, which were much required. These include a spacious class-room attached to the boys' school-room, sheds in all the play-grounds, and a ball-court for the boys. When these works are completed, and the improvements in the way of painting, &c., have been attended to, no further outlay of consequence will be required for a considerable time. When further additions are contemplated, I have to suggest that the necessity for providing an Inspector's office be kept in view. In all the other Model Schools connected with me there is a room for this purpose, the want of which was not anticipated when the first plans for the Model Schools were prepared. In none of the Model Schools is there greater necessity for such an apartment than in Trim.

There has been no change in the staff of the principal teachers within the past year, except in the case of the head mistress of the female department—Miss Hogg having been transferred to this school from the Limerick Model School in the room of Miss Campion, who took her place there. In the boys' school there are a head master, an assistant master, and eight pupil-teachers, with one paid monitor. The head master gives lectures to the advanced classes in the physical and applied sciences, illustrated by experiments. The assistant master teaches drawing in both male and female departments. In the course of the past year one pupil teacher resigned, one was appointed to a National School, and four were recommended to the Marlborough-street establishment for further training.

In the girls' school there are a head mistress, an assistant mistress, and five paid monitresses. Both the principal teachers are very competent to instruct in needlework, to which due attention is given. The assistant teaches singing to the girls.

In the infants' school, one head mistress and three paid monitresses are employed ; the monitresses taking their turn in the school by rotation. Within the year one monitress was removed, and two were recommended to the Central Establishment for further training. The vacancies created by the removal of monitresses and pupil-teachers were immediately filled up by the appointment of eligible candidates.

The following tables have been prepared to show the present state of the school, affording at the same time a comparison with its state in previous years.

Table I. shows the state of the attendance, the amount of school fees received, and the amount received for requisites sold at reduced prices, for the years 1860, 1861, and 1862.

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	Average on Rolls.	Average in attendance, excluding Saturdays, &c.	Average for every day the School was open.	School Fees received.	Requisites sold at Half-price.
1860.		(210 days.)	(266 days.)	£ s. d.	£ s. d.
Boys,	156·	107·8	97·4	47 16 6	14 7 6½
Girls,	126·1	80·5	73·8	33 16 4	5 1 6
Infants,	108·1	72·8	70·	19 12 6	1 8 3
Total,	390·2	261·1	241·2	101 5 4	20 17 3½
1861.		(198 days.)	(263 days.)		
Boys,	159·5	117·4	103·9	45 4 0	12 0 1
Girls,	131·3	94·6	83·7	40 3 0	4 0 9½
Infants,	86·8	64·7	62·5	17 0 0	1 5 11
Total,	377·6	276·7	250·1	102 7 0	17 6 9½
1862.		(195 days.)	(265 days.)		
Boys,	171·9	117·1	103·	49 16 6	9 15 6
Girls,	141·7	90·1	81·1	38 13 1	4 19 1
Infants,	82·8	51·8	46·5	11 13 11	1 6 1½
Total,	396·4	259·	230·6	100 3 6	16 0 8½

From the above table it may be inferred that the state of the school as regards attendance is almost stationary. The increase in the boys' department, balanced as it is by a decrease in the infants', is accounted for by the circumstance of the boys being drafted out of the infants' school at an earlier age than formerly, in consequence of a request made in an influential quarter.

The proportion of the average attendance to the average on rolls is lower for the last year than the previous one, proving that the attendance is less regular. The attendance on Saturdays has not been satisfactory. It is to be hoped that next year's returns will exhibit improvement in both these respects.

TABLE II.—Total Number of Pupils appearing on Rolls for 1860, 1861, and 1862, classed according to the Rates of Payment :—

	Rates.	Boys.	Girls.	Infants.	Total.
1860,	{ 5s. per quarter, . . .	26	22	4	52
	{ 2s. 6d. " . . .	47	40	20	107
	{ 1s. 1d. " . . .	99	95	127	321
	{ Free,	50	34	38	122
	Total,	222	191	189	602
1861,	{ 5s. per quarter, . . .	28	23	4	55
	{ 2s. 6d. " . . .	46	42	17	105
	{ 1s. 1d. " . . .	105	106	128	339
	{ Free,	43	36	29	113
	Total,	227	207	178	612
1862,	{ 5s. per quarter, . . .	30	23	4	57
	{ 2s. 6d. " . . .	52	42	9	103
	{ 1s. 1d. " . . .	104	109	77	290
	{ Free,	49	48	30	127
	Total,	235	222	120	577

TABLE III.—Rates of Payment of Pupils on Rolls at the end of each year *Appendix B.*
as annexed:—

	Rates.	Boys.	Girls.	Infants.	Total.	Reports on District and Minor Model Schools. <i>Trim.</i>
1860,	{ 5s. per quarter, . . .	18	13	4	35	
	{ 2s. 6d. " . . .	36	25	18	79	
	{ 1s. 1d. " . . .	46	50	52	148	
	{ Free, . . .	27	21	27	75	
	Total, . . .	127	109	101	337	
1861,	{ 5s. per quarter, . . .	17	16	3	36	
	{ 2s. 6d. " . . .	32	31	8	71	
	{ 1s. 1d. " . . .	75	66	43	189	
	{ Free, . . .	37	28	17	82	
	Total, . . .	161	141	76	378	
1862,	{ 5s. per quarter, . . .	19	17	1	37	
	{ 2s. 6d. " . . .	36	28	6	70	
	{ 1s. 1d. " . . .	74	41	40	155	
	{ Free, . . .	37	30	27	94	
	Total, . . .	166	116	74	356	

There are particular circumstances connected with this Model School which induced the Commissioners to admit a limited number of "Free" pupils. The teachers receive the allowance—"half school-fees"—for all such, at the rate of 1s. 1d. per quarter, which is paid by the Commissioners.

TABLE IV.—Religious Denominations of Pupils on the Rolls at the end of each year, as annexed:—

	Religious Denominations.	Boys.	Girls.	Infants.	Total.
1860,	{ Established Church, .	10	13	6	29
	{ Roman Catholic, .	117	96	95	308
	Total, . . .	127	109	101	337
1861,	{ Established Church, .	14	8	4	26
	{ Roman Catholic, .	147	133	72	352
	Total, . . .	161	141	76	378
1862,	{ Established Church, .	16	12	9	37
	{ Roman Catholic, .	150	104	65	319
	Total, . . .	166	116	74	356

TABLE V.—Total Number of Pupils on Rolls for the years 1860, 1861, and 1862, classed according to Religious Denominations:—

	Religious Denominations.	Boys.	Girls.	Infants.	Total.
1860,	{ Established Church, .	21	14	10	45
	{ Roman Catholic, .	201	177	179	557
	Total, . . .	222	191	189	602
1861,	{ Established Church, .	20	9	10	39
	{ Roman Catholic, .	207	198	168	573
	Total, . . .	227	207	178	612
1862,	{ Established Church, .	21	16	11	48
	{ Roman Catholic, .	214	206	109	529
	Total, . . .	235	222	120	577

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TABLE VI.—Classification of Pupils on the Rolls at the end of the year 1862 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I.,	16	12	40	Proportion,	34	9	—
„ II.,	49	29	24	Practice, Interest, &c., .	12	18	—
Sequels,	33	27	10	Mental,	101	60	74
Book III.,	22	21	—	Writing :			
„ IV.,	34	15	—	On Slates only,	16	12	40
„ V.,	12	12	—	„ Paper,	150	104	34
Total,	166	116	74	From Dictation,	101	75	20
Scripture Lessons,	16	12	—	Branches for Females :			
Sacred Poetry, . .	16	12	—	Sewing,	—	116	—
Grammar :				Knitting,	—	24	—
Parts of Speech only, .	98	56	74	Embroidery,	—	20	—
Parsing and Syntax, .	68	60	—	Cutting-out,	—	20	—
Derivations, . . .	68	48	—	Extra Branches :			
Composition, . . .	12	17	—	British Poets,	12	17	—
Geography :				Mensuration,	46	—	—
Lessons on Maps only, .	65	41	64	Geometry,	46	—	—
From Text Books :				Algebra,	46	—	—
Local,	55	48	10	Book-keeping,	46	—	—
Mathematical & Physical,	46	27	—	Trigonometry,	12	—	—
Arithmetic :				Reasoning,	46	—	—
Tables only,	—	—	40	Agriculture,	46	—	—
Simple Rules, . . .	96	56	24	Music,	—	116	74
Compound do., . . .	22	33	10	Drawing,	166	116	—
				Physical and Applied			
				Science,	68	—	—

The general annual examination of the school was held in the month of July, the public examination taking place on the 24th of the month. Mr. Conwell, the active and efficient District Inspector, and myself were engaged for some days previously in a careful examination of the several classes on an extensive programme. Premiums were awarded in conformity with the answering then obtained, taken in connexion with the record of the answering at the daily examinations of the teachers throughout the year. Good attendance and good conduct were invariably taken into account.

We awarded 39 premiums in the boys' school among 10 classes ; 28 in the girls' school to 9 classes ; and 11 in the infants' school.

The annexed table gives a summary of the results of the preliminary examinations:—

Of the 144 boys, 78 girls, and 36 infants who were examined, there were—

	Boys.	Girls.	Infants.
Able to read the First Book,	14	—	15
„ „ Second or Sequel with tolerable ease,	53	38	18
„ „ Third and higher books with ease,	54	40	—
„ distinguish the parts of speech,	35	37	18
„ parse and apply the rules of Syntax,	28	18	—
„ trace blank Maps and answer on Local Geography,	59	47	27
„ answer satisfactorily in Geography Generalized,	13	9	—
„ write from dictation with tolerable accuracy,	25	15	15
„ „ „ correctness,	45	30	—
„ write fairly,	44	29	16
„ write a good hand with ease and neatness,	33	28	—
„ solve questions in simple rules of Arithmetic,	45	44	17
„ „ „ Decimals, Fractions, and Proportion,	26	19	—
„ „ „ Mental Arithmetic,	26	19	—

Summary of results of preliminary Examinations—*continued*.

Appendix B.

	Boys.	Girls.	Infants.	Reports
Possessing a respectable knowledge of Spelling-book Superseded,	51	44	-	on District
" " Natural History,	47	41	19	and Minor
Acquainted with the sketches of Ancient, Modern, and English History,	15	14	-	Model
" " Mensuration of Surfaces,	25	-	-	Schools.
Possessing a good knowledge of Physical and Applied Science,	25	-	-	
Able to solve questions in Simple and Quadratic Equations,	11	-	-	<i>Trim.</i>
" " problems on the Globes,	15	-	-	
" demonstrate whole or part of 1st, 2nd, and 3rd Books of Euclid,	26	-	-	
Having a fair knowledge of Elementary Trigonometry,	9	-	-	

It was gratifying to observe the great interest taken in the examination by the parents and friends of the pupils, many of whom were present. The clergy and gentry belonging to the town and neighbourhood attended in considerable numbers.

The singing of the girls, conducted by Miss Campion and Miss Perkins, afforded great satisfaction. It is matter for regret that the boys cannot, with our present staff of teachers, be afforded an opportunity of instruction in this very important subject.

Several specimens of drawing which were executed by the pupils under the instruction of Mr. McWhorter, assistant master, afforded evidence of care on the part of the teacher, and taste and application on the part of the pupils.

A great variety of plain and fancy needlework and knitting was exhibited, proving that this department of school business for females was duly attended to.

The junior classes in both departments were examined by some of the young persons in training for teachers; the middle divisions by the assistant teachers; and the senior divisions by the principal teachers.

The infants were examined by Miss Murphy, the principal of that department, in arithmetic, notation, numeration, addition, and subtraction; in geography, on map of the World and blank map of Ireland; in natural history, and orders of birds. They sang several of the usual infant school songs with spirit.

Miss Campion's examination of the senior girls included the following subjects:—*Mathematical Geography*.—Latitude and longitude, difference in time, climates, eclipses, &c. *Mental Arithmetic*.—Interest for days, weeks, &c. *Grammar*.—Laws of versification, &c. *Biography*.—Sketches of Moore, Milton, Goldsmith, Byron, Scott, and Cowper. *Music*.—Theory, reading in time, sight-singing, &c.

Mr. Freehill, in his examination of the boys, touched on a great variety of subjects, his time being very limited for the range of subjects included. Among these were :— *Astronomy*.—The solar system, Kepler's laws. *Book-keeping*. *Logic*.—Terms, propositions, fallacies. *Mechanics*.—Properties of matter, laws of motion, &c. *Hydrostatics*.—Bramah's press, specific gravity. *Pneumatics*.—Atmosphere, barometer, pumps. *Optics*.—Reflection, refraction, spectrum, rainbow, &c. *Anatomy*.—Bones, muscles, circulation of the blood. *Electricity*. *Galvanism*. *Chemistry*. Several instructive experiments were exhibited, and the class was tested in telegram reading.

Parchment certificates were then distributed to the pupils who had been awarded premiums, and at the conclusion of the proceedings the National Anthem was sung.

I may here be permitted to remark that my superintendence of this school has been rendered an easy task, in consequence of the constant vigilance and attention at all times displayed by Mr. Conwell, the District Inspector. His arrangements in all matters pertaining to the examinations were so complete, that I was enabled to finish the business in a shorter time than I usually devote to this part of my duties.

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Trim.

I cannot conclude this report without alluding to the great loss sustained by these schools within the past year, in the removal by death of the Very Reverend Richard Butler, Vicar of Trim, and Dean of Clonmacnoise. Owing to the warm and lively interest which he took in the schools at their opening, in the year 1850, in connexion with the cordial and complete confidence extended to them by the Very Rev. John O'Connell, the respected Parish Priest, the establishment started at once in full vigour and activity.

The interest of the Dean in the welfare of the institution appeared to increase as his strength diminished. His daily visits to the schools were punctually paid, so long as he was able to move about. While he attended, especially to the separate religious instruction of the pupils of his own communion, he manifested an active interest in the general instruction of all. In this way, teachers and pupils were alike stimulated and encouraged. His death, occurring as it did a short time before the examinations, threw a melancholy gloom over the proceedings. Inspectors, teachers, and children, all felt that a true friend was gone.

It is satisfactory to know that the most perfect confidence continues to be reposed in the impartiality and fairness with which all matters connected with the institution are managed. While the community more immediately benefited can look back to the past with gratitude, the friends of education may look to the future with hope.

I have the honour to be, Gentlemen, your very obedient servant,

W. A. HUNTER, Head Inspector.

The Secretaries, Education Office.

Ennis-
corthy.

No. 15.—REPORT on the opening of the ENNISCORTHY DISTRICT MODEL SCHOOL, by W. A. HUNTER, Esq., Head Inspector.

March, 1863.

GENTLEMEN,—I have the honour to submit this my Report on the opening of the Enniscorthy District Model School.

The buildings are commodious, and in all respects suitable; there are three school-rooms—one for males, one for females, and one for infants—with appropriate class-rooms. Accommodation is provided on the premises for the head master and a staff of pupil-teachers. The grounds in front of the building have been tastefully planted with ornamental shrubs; and the play-grounds are ample and well-arranged.

The schools were opened for the reception of pupils on Monday, the 11th August. The following teachers had been previously appointed to the charge of the respective departments:—

Mr. Daniel Kelly, R.C., Male School;

Miss Anne Ffennell, E.C., Female School;

Miss Fanny M'Allister, R.C., Infant School.

Since the opening of the school, Miss Ffennell has been obliged to resign through ill-health, and in consequence the sole management of the classes has been intrusted to Miss Margaret Bartley, Presbyterian, assistant mistress.

The determined opposition which has been manifested to these schools by the Roman Catholic Bishop and clergy is such as almost entirely to exclude the people of that denomination from the advantages which the establishment offers. This opposition is the more inexplicable when it is

considered that out of the three principal teachers who are appointed two are Roman Catholics. Appendix B.

There is a school in Enniscorthy endowed from Erasmus Smith's funds, and energetically supported by the Protestant clergy; that school would probably afford sufficient accommodation for the Protestant population of the town and neighbourhood; every effort is made by those interested in that school to prevent any of the children being withdrawn, and to secure for it the largest attendance possible.

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corthy.

Under all these discouraging circumstances it is not matter for surprise that hitherto the attendance at the Enniscorthy Model School has been very low. It is making way, however, silently; and whether by the education imparted within the walls of the building, or by the stimulus given to rival establishments without, it cannot fail to promote the cause for which it was established.

The number of pupils enrolled in the three departments, from the opening in August till the end of the year, amounted to forty-seven. The number on the rolls at present is fifty-four, classified as follows:—

Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.
Lesson Books:				Arithmetic—continued.			
Book I.,	1	—	10	Proportion,	4	1	—
„ II.,	4	4	5	Practice, &c.,	8	3	—
Sequel,	3	3	—	Mental,	12	10	—
Book III.,	9	4	—	Writing:			
„ IV.,	6	3	—	On Slates,	—	—	10
„ V.,	2	—	—	„ Paper,	25	14	5
Total,	25	14	15	From Dictation,	24	11	—
Grammar:				Branches for Females:			
Parts of Speech,	5	7	15	Sewing,	—	10	—
Parsing,	20	7	—	Knitting,	—	3	—
Derivations,	8	3	—	Embroidery, &c.,	—	1	—
Composition,	8	3	—	Extra Branches:			
Geography:				British Poets,	8	3	—
Lessons on Maps only,	3	4	15	Mensuration,	6	—	—
From Text Books:				Geometry,	7	—	—
Local,	12	10	—	Algebra,	7	—	—
Mathematical,	8	4	—	Book-keeping,	8	—	—
Arithmetic:				Trigonometry,	2	—	—
Tables only,	—	—	10	Music,	—	14	15
Simple Rules,	6	4	5	Drawing,	13	14	—
Compound do.,	7	6	—	Physical and Applied Science,	8	—	—

Owing to the small attendance, I did not feel warranted in recommending a full staff of pupil-teachers or paid monitors; there are three young persons so employed, of whom two are Roman Catholics and one is a Presbyterian. It is in contemplation to recommend further appointments, as the efficiency of the establishment as a training-school for teachers is not in any way necessarily to be measured by its success in attracting a large attendance of pupils.

I have been greatly assisted in all matters pertaining to the organization and working of the school by Mr. Dugan, the efficient District Inspector, who is possessed of the peculiar tastes and acquirements that are especially desirable for the duties required in connexion with model school inspection and superintendence.

I am glad to be able to state that instruction in music and elementary drawing has been successfully given by the teachers on the regular staff. In order, however, that the music may be attended to in all the depart-

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corthy.

ments of the school effectively, I hope to be able to suggest arrangements for occasional visits of Mr. Washington, who can be spared from Waterford or Kilkenny for this purpose.

Owing to the period of the year at which the schools were opened there was no public examination. I have, however, been able to satisfy myself that the teachers are doing their work with faithfulness and zeal; and, notwithstanding the circumstances that tend to discourage, they are making a character for the school that must in the end produce its effect.

I have the honour to be, Gentlemen, your very obedient servant,

W. A. HUNTER, Head Inspector.

The Secretaries.

Kilkenny. No. 16.—ANNUAL REPORT on the KILKENNY DISTRICT MODEL SCHOOL, for the year 1862, by W. A. HUNTER, Esq., Head Inspector.

March, 1863.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my annual Report on the Kilkenny Model School, for the year 1862.

Owing to a change in my circuit, this institution was placed under my charge for the first time within the past year.

One of the first duties which I was called upon to discharge in connexion with this school was to recommend to the Commissioners suitable teachers for the office of principal in the male and female departments, the head master, Mr. Casey, having resigned, and the head mistress, Miss Ryan, having been promoted to the office of organizer in the early part of the year.

After having visited several schools conducted by first-class teachers, with the view of selecting candidates in all respects suitable, I, at length, recommended Mr. Laurence J. Ryan and his wife, Mrs. Mary Ryan, teachers of the Nickerr Male and Female National Schools, county Limerick. These teachers were previously unknown to me; but, after visiting and examining their schools, I formed a very high opinion of the zeal and faithfulness which they brought to the discharge of their duties, as well as of their general literary acquirements, and their skill in the art of teaching. The ability they have displayed in their new sphere, and the character which they have already established for themselves in Kilkenny, as accomplished and successful teachers, prove that the selection was judicious.

In the course of the year the office of head mistress of the infant school likewise became vacant, owing to the resignation of Miss Jeanette. Miss Ellen Heritage, who had been for a considerable time assistant mistress in the West Dublin Model School, was appointed her successor. There is every reason to believe that she, also, will give full satisfaction.

No change has been made during the year as regards the assistant teachers employed in the several departments. It is satisfactory to report that they continue to discharge their duties so as to elicit the approbation of all who take an interest in the working of the establishment.

The house and grounds are kept in a most satisfactory state; the perfect neatness and cleanliness that pervade all the apartments are most pleasing: in my frequent visits I never had occasion to notice the slightest defect under this head.

The staff of pupil teachers and paid monitors is kept at the usual standard; there are seven pupil teachers and one paid monitor attached to the male department; and eight paid monitresses attached to the female and

infant departments. Of these sixteen young persons in training for the office of teacher, four belong to the Established Church, and twelve are Roman Catholics. Their conduct throughout the year has been most satisfactory. Appendix B.
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The annexed tables furnish all the information that appears necessary in order to obtain a just view of the state of the Model School for the past year.

TABLE I.—Showing the State of Attendance, the Amount of School Fees received, and the Amount received for Requisites sold at Reduced Prices, for the year 1862.

	Boys.	Girls.	Infants.	Total.
Average number on rolls, . . .	68·7	64·6	79·6	212·9
Average in attendance, excluding Saturdays, &c., . . .	57·4	58	66·3	181·7
Proportion of above average attendance to 100 on rolls, . . .	83·5	84·8	80·6	83
Average for every day school was open, . . .	56	56·5	61·5	174
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School fees received, . . .	30 15 4½	27 18 2	20 12 0	79 5 6½
Requisites sold at half-price, . . .	8 7 7	8 17 6½	1 14 5½	18 19 7

The following were the Returns of Attendance for 1861 :—

	Boys.	Girls.	Infants.	Total.
Average on rolls, . . .	50·5	54·5	59·9	164·9
Average daily attendance, . . .	44·6	47·2	52·2	144·

It thus appears that there has been an increase of forty-eight in the average number on rolls ; and of about thirty-eight in the average daily attendance.

The increase in school-fees for all the departments amounted to £10 13s. 10½d. ; and the value of school requisites sold at half-price reached £18 19s. 7d. against the sum of £8 1s. 2d. for the year 1861.

From all these items there is evidence of a steady and satisfactory progress.

TABLE II.—Rates of Payment of Pupils appearing on Rolls at the end of the year 1862 :—

Rates.	Boys.	Girls.	Infants.	Total.
5s. per quarter, . . .	22	8	4	34
2s. 6d. „ . . .	17	35	10	62
1s. 1d. „ . . .	46	51	62	159
Total, . . .	85	94	76	255

TABLE III.—Total Number of Pupils appearing on Rolls for 1862, classed according to the Rates of Payment :—

Rates.	Boys.	Girls.	Infants.	Total.
5s. per quarter, . . .	33	15	5	53
2s. 6d. „ . . .	26	48	25	99
1s. 1d. „ . . .	78	80	125	283
Total, . . .	137	143	155	435

TABLE IV.—Religious Denominations of Pupils on Rolls at the end of the year 1862 :—

	Boys.	Girls.	Infants.	Total.
Established Church, . . .	19	6	12	37
Roman Catholics, . . .	60	38	61	209
Presbyterians, . . .	1	—	3	4
Others, . . .	5	—	—	5
Total, . . .	85	94	76	255

Appendix B. TABLE V.—Total Number of Pupils on the Rolls for the year 1862, classed according to Religious Denominations :—

Reports on District and Minor Model Schools.		Boys.	Girls.	Infants.	Total.
Established Church,	.	30	6	23	59
Roman Catholics,	.	97	137	129	363
Presbyterians,	.	3	—	3	6
Others,	.	10	—	—	10
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Total,	.	137	143	155	435

TABLE VI.—Classification of Pupils on the Rolls at the end of the year 1862 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I.,	11	11	53	Practice, Interest, &c.,	12	13	—
„ II.,	25	28	11	Mental,	85	94	76
Sequel,	23	28	7	Writing :			
Book III.,	14	14	—	On Slates only,	11	10	58
„ IV.,	12	13	—	„ Paper,	74	84	18
Total,	85	94	76	From Dictation,	74	94	—
Grammar :				Special Branches :			
Parts of Speech only,	49	67	18	Geometry,	12	—	—
Parsing, &c.,	36	28	—	Mensuration,	12	—	—
Composition,	26	27	—	Algebra,	1	—	—
Geography :				Book-keeping,	12	—	—
Lessons on Maps only,	36	39	58	English Literature and			
From Text Books :				Biography,	26	27	—
Local,	49	55	18	Music,	85	94	76
Mathematical,	26	13	—	Physical Science,	26	—	—
Arithmetic :				Branches for Females :			
Tables only,	11	11	58	Sewing,	—	68	—
Simple Rules,	25	44	18	Knitting,	—	14	—
Compound do.,	23	12	—	Fancy Work,	—	10	—
Proportion,	14	14	—	Lace-making,	—	4	—
				Cutting Out,	—	13	—

The annual public examinations were held on Tuesday, the 23rd December, having been arranged to come off immediately before the Christmas vacation. For several days previous, the District Inspector, Mr. Bradford, and myself were engaged in the preliminary examinations of the various classes.

We found the children well prepared in the extensive programmes that had been drawn up for the respective classes. Premiums were adjudged upon the answering taken in connexion with the marks obtained by the pupils for the previous six months.

Twenty-seven premiums were awarded to the boys, thirty-three to the girls, and nine to the infants.

Great interest was manifested on the day of the public examination ; the school-room, in which the proceedings were conducted, was crowded to excess, notwithstanding that every exertion was made to provide for the comfortable accommodation of as many as possible.

The performance of the singing classes, under Mr. Washington, afforded very great satisfaction. One of the local papers, in allusion to this, remarked, that “the musical display reflected the utmost credit on Mr. Washington’s instruction, and fully justified the tone of commendation in which his exertions were referred to by the Head Inspector.”

Kilkenny furnishes a considerable amount of musical talent, and at the same time a corresponding amount of correct criticism. Every observa-

tion that reached me was in accordance with the opinion already expressed. *Appendix B.*

The examination of the infants constituted, as usual, a very attractive feature in the proceedings, the interest in which was enhanced by the circumstance that all the children in that school were very young, as no fewer than twenty-seven of the pupils of that department had been only a short time previously drafted into the higher schools. *Reports on District and Minor Model Schools.*

The answering of the senior classes of girls on arithmetic, distinguished, as it was, by a thorough knowledge of the subject and great readiness and accuracy in working out results, deserves to be noticed. Mrs. Ryan's examination in this branch was most favourably regarded. The answering on geography, and on the historical sketches of England and Ireland, by the same classes, was also excellent. *Kilkenny.*

Mr. Ryan, in examining the senior classes of boys in grammar, introduced, in a very interesting way, a history of the English language and literature, noticing the various changes in the language and the historic causes that led to them. The writers who flourished and the works they produced were brought under review. The different classes of poetry were likewise noticed. The same classes were examined by Mr. Boyd on chemistry as applied to the arts: the answering proved that the pupils were well grounded in this interesting subject. Several striking experiments were introduced at the conclusion.

The names of the pupils who had succeeded in obtaining premiums were then announced—a parchment certificate, testifying to the fact, being given to each; after which the National Anthem was sung in excellent style and with great effect.

If the Kilkenny Model School has not accomplished all that might have been anticipated, it has certainly accomplished much, considering the opposing influences with which it has had to contend.

The improvement that has been effected in schools that are maintained in avowed opposition to the Model Schools, and the emulation excited in the surrounding educational establishments generally, do more to advance the cause of education than could be accomplished by crowded class-rooms without such rivalry. It is to be remembered, also, that although we cannot reckon the pupils at the Kilkenny Model School by thousands, we can point to a number exceeding four hundred, as on the rolls of the school within the past year.

It is incumbent on me, in concluding this Report, to observe that this school owes much to the systematic attention uniformly given to it by Mr. Bradford, the excellent District Inspector, in whose charge it has been placed for several years. In leaving the district, he carries with him the esteem and good-will of all connected with the school—whether teachers, pupil-teachers, monitors, or pupils.

I can the more unreservedly make this statement as I know how fully and cordially the testimony of the two Head Inspectors who preceded me in charge of this school, and who were associated with Mr. Bradford in its management, agrees with the views which I have expressed.

I have the honour to remain, Gentlemen, your very obedient servant,

W. A. HUNTER, Head Inspector.

The Secretaries, &c., &c.

Appendix B. No. 17.—REPORT on the WATERFORD DISTRICT MODEL SCHOOL, for the year 1862, by W. A. HUNTER, Esq., Head Inspector.

Reports
on District
and Minor
Model
Schools.

March, 1863.

Waterford.

GENTLEMEN,—I have now the honour to submit my Report on the Waterford District Model School, for the year 1862.

This school was placed for the first time under my superintendence at the beginning of the past year.

The principal teachers in the several departments continue in charge of their respective schools as formerly.

The Waterford Model School has this peculiar feature, that in addition to the male, female, and infant schools, which are regarded as essential to the existence of a Model School, whether district or minor, there is here an additional department which is denominated the Maritime School, to which are admitted young men who have already entered on a sea-faring life, or boys, who are preparing for that calling. Similar schools exist in connexion with the District Model Schools at Belfast, Derry, and Limerick.

The Maritime School is placed in connexion with the Science and Art Department of the Committee of Council on Education, from which the master has obtained a first class certificate.

The pupils attending this school have the opportunity of qualifying themselves in all the subjects required for the navigation certificates of the Board of Trade. A full supply of nautical instruments has been provided for the instruction of those who attend. There is an evening as well as a day class connected with this department.

An alteration was sanctioned by the Commissioners, in the course of the year, with reference to the rates of payment in this school, which has had the effect of considerably increasing the attendance. During the week ended 10th August last, before the change, the attendance was only eight; at the end of the year it had increased to fourteen; and at present the number amounts to nineteen; in these numbers both day and evening classes are included.

Arrangements were made in the course of the year by which the pupil-teachers are afforded an opportunity of attending in rotation for instruction in the Maritime School. They are thus made acquainted with the practical application of geometry and trigonometry to the art of navigation. They have also an opportunity not only of learning the use of the nautical instruments, but also of practising with the theodolite. Mr. Sullivan (the master of this department) devotes one morning, weekly, to practical surveying, with or without this instrument. Some carefully constructed maps, which were prepared from surveys actually taken, prove that satisfactory attention has been given to this subject.

Mr. McCloy, the drawing master of the Waterford School of Design, continues to give instruction in drawing in the Model School. This branch has the advantage of affiliation with the "art administration" of the Science and Art Department of the Committee of Council on Education.

An examination of the pupils learning drawing was held on the 21st October, by R. G. Wylde, esq., Inspector of the department. Twenty-five boys were examined, of whom fourteen succeeded in obtaining prizes for the proficiency exhibited, and seven others were regarded as worthy of "honourable mention." Of the seven pupil-teachers examined, five obtained prizes, and two were worthy of "honourable mention."

The performance of the girls in this branch was not so satisfactory. Only six girls were present in time for the examination; three of these were awarded prizes, and one obtained honourable mention. Out of four monitresses, two were deemed to be worthy of honourable mention.

I hope it may be possible to have such arrangements effected as will enable the Commissioners to obtain the services of Mr. M'Cloy for the Kilkenny District Model School also. When it is considered that an elementary knowledge of this subject is essential to the mechanic and the artisan, it is of the highest importance that a place should be assigned to it in every scheme for primary education. In the course of a few years it may be expected that elementary drawing—to the extent, at least, that every tradesman requires—will form a portion of education in every National School, just as writing does at present.

Appendix B.
Reports
on District
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Waterford.

The statistical tables which I annex afford an opportunity of judging of the present state of the Model School, and its progress for the year that has just terminated.

TABLE I.—Showing the State of Attendance, the Amount of School Fees received, and the Amount received for Requisites sold at Reduced Prices, for the year 1862 :—

Departments.	Average on Rolls.	Average in attendance, excluding Saturdays.	Average in attendance, including Saturdays.	School Fees received.	Requisites sold at Half-price.
				£ s. d.	£ s. d.
Boys,	86	64.2	61.6	45 2 5	8 18 10
Girls,	70.4	55.8	53.8	31 1 3	7 6 0
Infants,	59.9	48.5	45.3	19 4 11	1 10 4
Total,	216.3	168.5	160.7	95 8 7	17 15 2

TABLE II.—Total Number of Pupils on Rolls, for the year 1862, classed according to Religious Denominations :—

Religious Denominations.	Boys.	Girls.	Infants.	Total.
Established Church,	57	43	30	130
Roman Catholics,	68	92	70	230
Presbyterians,	12	6	7	25
Other Denominations,	10	—	—	10
Total,	147	141	107	395

TABLE III.—Classification of the Children on the Rolls on the 31st December, 1862 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Geography—continued.			
Book I.,	—	6	26	From Text Books:			
" II.,	14	8	22	Local,	36	16	—
Sequel,	36	16	3	Mathematical and			
Book III.,	15	13	—	Physical,	33	30	—
" IV.,	12	6	—	Arithmetic:			
" V.,	6	11	—	Simple Rules,	14	30	51
Total,	83	60	51	Compound do.,	36	13	—
Grammar:				Proportion,	15	6	—
Parts of Speech <i>only</i> ,	31	24	51	Practice, Interest, &c.,	18	11	—
Parsing and Syntax,	52	36	—	Mental,	83	60	51
Derivations,	33	36	—	Writing:			
Composition,	18	17	—	On Slates <i>only</i> ,	3	4	51
Geography:				" Paper,	10	56	—
Lessons on Maps <i>only</i> ,	14	14	51	From Dictation,	69	46	—

Appendix B.

TABLE III.—Classification of the Children on the Rolls—*continued*.Reports
on District
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Model
Schools.*Waterford.*

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Branches for Females :				Extra Branches— <i>con.</i>			
Sewing,	—	27	—	Mensuration,	18	—	—
Knitting,	—	6	—	Geometry,	18	—	—
Netting,	—	4	—	Algebra,	18	—	—
Embroidery,	—	6	—	Book-keeping,	18	—	—
Cutting-out,	—	17	—	Music,	60	60	51
				Drawing,	33	60	—
Extra Branches :				Physical and applied			
British Poets,	18	17	—	Science,	33	—	—

The annual public examination of the schools was held on Friday, the 1st of August. The private examination had been previously held, and premiums adjudged to the deserving pupils, in accordance with the usual practice.

It was impossible to provide accommodation for the numbers seeking admission on the public day. This afforded evidence of the great interest that was felt. All who attended appeared highly pleased with the result of the examination. Mr. James Washington's singing classes were much praised; this is the more creditable to him as an instructor, when it is considered that he had been but a comparatively short time employed in the schools, and that the time devoted in each of the schools to this branch is only two hours weekly, under his immediate superintendence.

The specimens of drawing and needlework exhibited on the occasion afforded much satisfaction. Some of the specimens of embroidery and lace work, and which were much admired, were produced from designs prepared in the drawing school, under Mr. McCloy's instruction.

The examination was held in the female school-room; and, in order that as many as possible might be enabled to hear the answering of the classes under examination, a temporary gallery, on which the pupils were placed, was erected. The junior classes of boys and girls were first examined; afterwards the infant school; then the senior classes of girls; and, last of all, the senior classes of boys.

It is somewhat remarkable that, notwithstanding the time and attention bestowed on the religious instruction of the children in the Model Schools, the statement continues to be repeated that no religious instruction is given in the Irish National Schools, or that, if given at all, it is a species of moral teaching unworthy of the name: no Bibles—no prayers—no formularies—no catechisms. It certainly is not surprising that Mr. Arnold fell into the mistake of representing the religious teaching in the National Schools of Ireland as reduced to its *minimum*,* when people living in the immediate vicinity believe and aver that there is no religious teaching attended to in them. It was suggested to me on the day of the public examination, by a gentleman well acquainted with the incorrect ideas abroad on the subject, and the incorrect statements that were in circulation, that it would be most desirable that I should make some reference to the matter, calculated to remove the erroneous ideas that prevailed.

In consequence of this suggestion I was led to make some remarks on this subject in connexion with the examinations.

In one of the local papers these remarks were reported as follows:—

“There is one subject of instruction within these walls of which this day you have not had any opportunity of forming an opinion; it is a subject that could not

* See Report of Education Commissioners, 1861, vol. iv., p. 143.

have been introduced here : I refer to the religious instruction of the children. Has this been excluded to-day because it is a matter of secondary importance? By no means. In a mixed assemblage, like this, the introduction of such a subject at an examination is impossible. Religious instruction has always been regarded by the Commissioners and their officers as of the highest importance; and just because it is so regarded, because it is a subject so solemn and so sacred, it is justly excluded from the examination-hall to-day. It is the glory of these institutions that, as they are open to every class of the community, they are likewise open to persons of every religious denomination; and sad, indeed, would it be if persons were to be excluded from the benefit of such institutions because of their religious faith. Religious teaching, however, is not excluded: it is not kept in the back-ground: it is attended to in the only way in which it can be properly attended to. Separate religious instruction is given daily to the pupils by teachers of the same religious faith: parents are invited, the clergymen are invited, to superintend and direct such instruction. Separate rooms are provided for the purpose; and from half-past two till three on the first four days of the week, and from two till three on Friday, the parents of the children, or others who may be interested, have an opportunity of ascertaining how the teachers perform this part of their duty. The parents and the clergy of the several denominations alone have the right or the privilege, within these walls, of superintending or directing with reference to this part of the duty of the teacher—a duty which, as I have already remarked, is of a character too solemn and too sacred to be made the subject of Government inspection in this country."

Appendix B.
 Reports
 on District
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 Schools.
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In Mr. Arnold's Report, to which I have referred,* he expresses a doubt "Whether any body of public schools anywhere exists, satisfying at the same time the demands of the parents for their children's genuine moral and religious training, and the demands of the partisans of a strict religious neutrality." I believe the Model School system of Ireland is the only body of schools that fully satisfies the conditions specified.

Secular instruction is communicated in such a way as to satisfy the most rigid neutrals, without any profession of attempting to give "an instruction penetrated with Christianity, yet without any mixture of Christian dogma." Religious instruction being conveyed "under the conditions of a dogmatic form and positive formularies," must be such as to satisfy the most exacting and the most scrupulous.

I have the honour to remain, Gentlemen, your very obedient servant,

W. A. HUNTER, Head Inspector.

The Secretaries, &c., &c.

18.—ANNUAL REPORT upon the BAILIEBORO' DISTRICT MODEL SCHOOL, *Bailieboro'.*
 for the year 1862, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head
 Inspector of National Schools.

February, 1863.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my Report upon the Bailieboro' District Model School, for the year 1862.

As regards buildings, offices, &c., there is nothing that calls for special attention. Some defects still exist, but these are sure to be remedied by the gentlemen connected with the Board of Works.

In the staff of teachers there has been no changes. The head master, whose appointment was noticed in my last Report, has been most attentive to the various duties attached to his office, and succeeded in upholding the high character which his predecessor, Mr. Brown, had established for the male school.

* See vol. iv., p. 147, Education Commission Reports.

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Bailieboro'.

Miss Cleary, head teacher of the infants' school, was a more recent appointment. She, too, I am happy to say, has realized all that had been expected from her. She has been entirely successful in her school; and all parties give her credit for those peculiar qualifications which are essential for the effective training and instruction of children of tender years.

Of Mrs. M'Cotter, the head mistress, and the assistants in the male and female schools, I have only to say that they continue to merit all I have said of them in former reports.

In the course of the year we parted with five pupil-teachers and two paid monitresses, all of whom, with a single exception, are engaged in the service. Their names, dates of leaving, and destinations, are as follows:—

Names.	Date of Leaving.	Destination.
John Leyden, .	1/62	Summoned to training, and afterwards appointed to a Nat. S.
James Anderson, .	3/62	Appointed teacher of Shantough National School.
Patrick Cooney, .	7/62	Trained II nd , in Special Class.
Hugh Finegan, .	12/62	In training.
John Morgan, .	12/62	Left to enter a school in Dublin.
MONITRESSES.		
Ellen Clarke, .	4/62	Emigrated to America.
Eliza J. Shaw, .	9/62	In training in Dublin.

In the following Table the Names, &c., of the Principal and Assistant Teachers, Pupil-Teachers, and Monitors in the three Schools, on 31st December, 1862, are given:—

Name.	Position.	Age.	Religion.	Date of Ap- pointment.
MALE SCHOOL.				
Hugh M'Cullough, . . .	Head Master,	26	Presbyterian, . . .	1/8/61
S. M'Cotter,	Assistant,	26	Roman Catholic, . .	1/4/59
Richard Conroy,	Pupil-Teacher, . . .	18	Ditto,	1/8/62
William Gillick,	Ditto,	18	Ditto,	1/8/62
William D. Chambers, . .	Monitor,	17	Established Church, .	1/11/59
Thomas Mulligan,	Ditto,	14	Roman Catholic, . .	1/12/62
FEMALE SCHOOL.				
Eleanor M. M'Cotter, . . .	Head Mistress, . . .	33	Roman Catholic, . .	1/4/59
Henrietta Maxwell, . . .	Assistant,	22	Established Church, .	1/7/59
Bridget Farrelly,	Monitress,	18	Roman Catholic, . .	1/11/59
Maria Faulkner,	Ditto,	17	Ditto,	1/12/59
Anna M. Armstrong, . . .	Ditto,	17	Established Church, .	1/1/61
Anne Lynch,	Ditto,	18	Roman Catholic, . .	1/5/61
Matilda Bartley,	Ditto,	16	Presbyterian,	1/5/61
Matilda Nugent,	Ditto,	17	Established Church, .	1/11/61
Margaret O'Reilly,	Ditto,	16	Roman Catholic, . .	1/5/62
Margaret Dunne,	Ditto,	16	Ditto,	1/12/62
INFANTS' SCHOOL.				
Kate Cleary,	Head Mistress, . . .	22	Roman Catholic, . .	1/4/62

There were, at the close of the year, vacancies for two pupil teachers, which have been since filled up.

Attendance of Pupils.—On comparing the attendance for this year with that of the previous one, I find a slight falling off, which I attribute, in a great measure, to the severity of the weather during the harvest season, and the pressure of the times on the farmers through the country. They had suffered severely from repeated bad seasons, and were obliged to call upon their children to perform work which was formerly done by paid labourers.

The following Table shows the Average Number of Pupils on Rolls and Numbers Present; the Amounts received in School Fees, and the Amount received for School Requisites sold to the Pupils, during the last two years:—

Appendix B.
Reports
on District
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Bailieboro'.

For Year ended	Depart- ment.	Average on Rolls.	Average in Daily Attendance.	Present of 100 on Rolls.	School Fees received.	Amount received for School Requisites.
31st December, 1861,	Boys', .	88.1	67.1	78.4	£ s. d. 35 3 4	£ s. d. 10 19 0
	Girls', .	91.4	72.8	79.7	40 19 6	9 9 2½
	Infants', .	51.	42.1	81.5	12 5 1	1 3 5½
	Total, .	230.5	182.	79.9	88 7 11	21 11 8
31st December, 1862,	Boys', .	78.5	59.6	75.9	30 13 7	7 16 0
	Girls', .	92.9	71.1	76.4	35 17 7	6 8 6½
	Infants', .	43.8	39.2	89.4	14 15 10	0 18 10¾
	Total, .	215.2	169.9	78.9	81 7 0	15 3 5½

The following Tables give the Numbers on the Rolls on the 31st December, 1862, and their Classification in regard to—

1. Proficiency.
2. Rates of Payment.
3. Religious Persuasion.
4. Age.

1. Literary Classification of the Children on the Rolls on the 31st December.

Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.
Lesson Books :				Arithmetic—continued :			
Book I.,	7	1	24	Practice, Interest, &c., .	18	22	—
„ II.,	14	13	19	Mental,	60	71	49
Sequel,	10	25	6				
Book III.,	11	10	—	Writing :			
„ IV.,	13	22	—	On Slates only,	7	—	37
„ V.,	5	—	—	„ Paper,	53	71	12
Total,	60	71	49	From Dictation,	53	57	10
Sacred Poetry,	21	14	—	Branches for Females :			
Grammar :				Sewing,	—	71	—
Parts of Speech only,	21	14	49	Knitting,	—	71	—
Parsing and Syntax,	39	57	—	Netting,	—	9	—
Derivations,	39	32	—	Embroidery,	—	2	—
Composition,	18	22	—	Cutting-out,	—	22	—
Geography :				Extra Branches :			
Lessons on Maps only,	7	14	41	British Poets,	29	32	—
From Text Books :				Mensuration,	29	—	—
Local,	24	25	8	Geometry,	29	—	—
Mathematical and				Algebra,	18	—	—
Physical,	29	32	—	Book-keeping,	18	—	—
Arithmetic :				Reasoning,	18	—	—
Tables only,	7	—	35	Agriculture,	29	—	—
Simple Rules,	14	14	14	Music,	60	71	49
Compound do.,	10	25	—	Drawing,	60	57	—
Proportion,	11	10	—	Physical and Applied			
				Science,	18	—	—
				Trigonometry,	5	—	—

2. Rates of Payment.

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	7	6	1	14
„ 2s. 6d. „	31	36	19	86
„ 1s. 1d. „	22	29	29	80
Total,	60	71	49	180

Appendix B.

3. Religious Persuasions.

Reports on District and Min or Model Schools.	Established Church, . . .	Boys.	Girls.	Infants.	Total.
	Roman Catholics, . . .	16	16	17	49
	Presbyterians, . . .	31	36	25	92
		13	19	7	39
	Total, . . .	60	71	49	180

Bailieboro'.

4. Ages.

	Boys.	Girls.	Infants.	Total.
Under 5 years, . . .	—	—	13	13
5 years, . . .	—	—	18	18
6 " . . .	—	—	9	9
7 " . . .	9	3	8	20
8 " . . .	3	6	1	10
9 " . . .	10	8	—	18
10 " . . .	4	7	—	11
11 " . . .	8	10	—	18
12 " . . .	5	5	—	10
13 " . . .	6	9	—	15
14 " . . .	3	7	—	10
15 " . . .	2	8	—	10
16 and above, . . .	10	8	—	18

Average ages :—Boys, 12·2; Girls, 12·4; Infants, 5.

The annual public examination came off on the 18th December. Notwithstanding the severity of the weather, the attendance was as large as on any former occasion. The examination of the classes in the infants' school created much interest; and in the adult schools, the advanced classes were submitted to a sharp examination, which, though brief, showed that they were radically instructed in the subjects laid down in their respective programmes. The following tables, which have been carefully prepared by my colleague, Mr. Bole, give the numbers present at the private examination, which continued for several days, and the proficiency of the different classes in the several subjects.

The Pupils present and actually examined in the three departments (Male, Female, and Infant), were classed as follows:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I., . . .	7	1	20	Proportion, . . .	10	9	—
" II., . . .	13	11	23	Practice, Interest, &c., . . .	15	21	—
Sequel, . . .	9	25	6	Mental, . . .	54	67	49
Book III., . . .	10	9	—	Writing :			
" IV., . . .	12	21	—	On Slates only, . . .	7	1	38
" V., . . .	3	—	—	" Paper, . . .	47	66	11
Total, . . .	54	67	49	From Dictation, . . .	47	55	11
Sacred Poetry, . . .	20	37	—	Branches for Females :			
Grammar :				Sewing, . . .	—	67	—
Parts of Speech only, . . .	20	12	49	Knitting, . . .	—	67	—
Parsing and Syntax, . . .	34	55	—	Netting, . . .	—	9	—
Derivations, . . .	34	30	—	Embroidery, . . .	—	2	—
Composition, . . .	15	21	—	Cutting-out, . . .	—	21	—
Geography :				Extra Branches :			
Lessons on Maps only, . . .	7	12	40	British Poets, . . .	25	30	—
Local, . . .	22	25	9	Mensuration, . . .	25	—	—
Mathematical and Physical, . . .	25	30	—	Geometry, . . .	25	—	—
Arithmetic :				Algebra, . . .	15	—	—
Tables only, . . .	7	—	38	Book-keeping, . . .	15	—	—
Simple Rules, . . .	13	12	11	Trigonometry, . . .	3	—	—
Compound do., . . .	9	25	—	Reasoning, . . .	15	—	—
				Agriculture, . . .	25	—	—
				Music, . . .	54	67	49
				Drawing, . . .	54	55	—
				Physical Science, . . .	15	—	—

TABLE showing the proficiency of Pupils examined at Preliminary Examination, December, 1862:—

	Boys.	Girls.	Infants.	Reports on District and Minor Schools. <i>Bailieboro'.</i>
Able to read Second Book correctly,	16	33	18	
„ Third and higher books,	23	26	2	
Acquainted with Parts of Speech,	15	21	5	
Able to parse syntactically,	17	23	—	
Acquainted with Outlines of Map of the World,	15	23	11	
„ Maps of Europe and Ireland,	13	15	—	
„ General Course of Geography,	10	12	—	
Able to set down numbers of 7 places of figures,	28	32	4	
„ work Subtraction,	32	35	5	
„ Division of Money,	21	30	—	
„ Proportion and Practice,	12	15	—	
„ write on paper fairly,	27	40	5	
„ a good hand with ease,	8	13	—	
„ a sentence from Dictation with tolerable accuracy,	18	32	3	
„ from Dictation with ease,	12	11	—	
Acquainted with the principal Latin and Greek Roots,	13	19	—	
Possessing a fair knowledge of Mensuration, Geometry, and Algebra,	11	—	—	

The results of the examination were, on the whole, very satisfactory and creditable to the teachers in charge of the different departments.

At the close of the proceedings, premiums were distributed to those pupils who had merited these distinctions on the grounds of conduct, diligence, and general proficiency.

I have the honour to be, Gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries,
&c., &c.

No. 19.—ANNUAL REPORT upon the ATHY DISTRICT MODEL SCHOOL, for the year 1862, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector of National Schools. *Athy.*

February, 1863.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my Report upon the Athy District Model School, for the year 1862.

My recent connexion with these schools dates only from March, but my acquaintance with them, and with the teachers who have the conducting of them, extends as far back as 1854. From that time up to 1859, I had charge of the Athy district. During all this period they were going on most prosperously, and, as far as could be ascertained, merited and enjoyed the confidence of all classes and all persuasions in the town and neighbourhood. The school-rooms were crowded, so that it was deemed necessary to build separate apartments for the infants, and the room which had been previously used as an infants' school was fitted up with apparatus in order to afford the pupils in the male school instruction in physical and applied science. I found, I regret to say, a different state of things. The attendance had fallen away considerably, owing to the opposition of the Roman Catholic clergy, who introduced the Christian Brothers into the town in 1861, and adopted coercive measures with the Roman Catholic parents to induce them to withdraw their children from the Model School, and send them to the new schools. They were not less active in getting the girls withdrawn and sent to the National School attached to the Convent of the Sisters of Mercy.

Appendix B. The following Tables give the Numbers on the Rolls on the 31st December, 1862, and their classification in regard to—

Reports on District and Minor Model Schools.

Athy.

- 1. Proficiency.
- 2. Rates of Payment.
- 3. Religious Persuasion.
- 4. Ages.

1. Classification of the Pupils, according to the Branches they were learning.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—continued.			
Book I.,	1	3	28	Practice, Interest, &c., .	21	6	—
„ II.,	17	14	18	Mental,	53	56	—
Sequel,	13	15	8	Writing :			
Book III.,	23	12	—	On Slates only,	1	4	30
„ IV.,	8	—	—	„ Paper,	72	52	10
„ V.,	11	12	—	From Dictation,	55	52	5
Total,	73	56	54	Branches for Females :			
Grammar:				Sewing,	—	41	—
Parts of Speech only, .	41	32	45	Knitting,	—	6	—
Parsing and Syntax, .	51	24	—	Netting,	—	1	—
Derivations,	19	24	—	Embroidery,	—	1	—
Composition,	11	10	—	Straw plating,	—	1	—
Geography :				Cutting-out,	—	10	—
Lessons on Maps only, .	15	17	34	Fancy work,	—	6	—
From Text-books :				Extra Branches :			
Local,	31	27	20	British Poets,	19	—	—
Mathematical and				Mensuration,	11	—	—
Physical,	19	12	—	Geometry,	8	—	—
Arithmetic :				Algebra,	4	—	—
Tables only,	2	—	34	Book-keeping,	19	—	—
Simple Rules,	10	32	20	Trigonometry,	3	—	—
Compound do.,	22	10	—	Agriculture,	16	—	—
Proportion,	10	8	—	Music,	66	56	54
				Physical and applied			
				Science,	28	—	—

2. Rates of Payment.

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	19	8	6	33
„ 2s. 6d. „	20	11	15	46
„ 1s. 1d. „	34	37	33	104

3. Religious Persuasion.

	Boys.	Girls.	Infants.	Total.
Established Church,	35	26	33	94
Roman Catholics,	27	27	12	66
Presbyterians,	6	1	6	13
Methodists,	5	2	3	10

4. Ages.

	Boys.	Girls.	Infants.	Total.		Boys.	Girls.	Infants.	Total.
Under 5 years,	—	—	9	9	12 years,	9	9	—	18
5 years,	—	—	15	15	13 „	7	10	—	17
6 „	—	—	13	13	14 „	13	4	—	17
7 „	3	2	7	12	15 „	2	1	—	3
8 „	1	8	4	13	16 and above,	4	3	—	7
9 „	11	4	6	21					
10 „	14	7	—	21		73	56	54	183
11 „	9	8	—	17					

Average ages :—Boys, 11·6 ; Girls, 11·8 ; Infants, 5·6.

The following Table shows the Average Number of Pupils on the Rolls, *Appendix B.*
and Numbers Present; the Amount received in School Fees; and the
Amount received for School Requisites, for the year 1862:—

Department.	Average on Rolls.	Average Daily Attendance.	Present of 100 on Rolls.	School Fees Received.	Receipts for School Requisites.	Reports on District and Minor Model Schools. <i>Athy.</i>
Boys',	74.4	52.	70.	£ s. d.	£ s. d.	
Girls',	70.7	41.2	58.5	27 19 0	5 4 6½	
Infants',	48.7	32.1	66.	20 0 3	4 2 7½	
				14 13 8½	0 9 11½	
Totals,	193.8	125.3	64.6	62 12 11½	9 17 1½	

The following shows the Destination and Number of the Pupils who left
the Schools finally in 1862:—

BOYS' SCHOOL.

Teacher of a National School,	1
Teacher of a Parochial School,	1
Paid Monitor in Model School,	2
Apprenticed to drapers, grocer, druggist, &c.,	6
Apprenticed in baker's shop,	2
Employed at home, farming and labouring,	5
Left the neighbourhood,	2
Left for England,	2
Total,	21

GIRLS' SCHOOL.

Appointed Monitresses,	3
Removed to England,	3
To a boarding school,	1
Employed at home,	13
Bad health,	5
At drapers',	1
Dressmaking,	2
Left the neighbourhood,	6
Total,	34

Teachers.—At the close of the previous year, 1861, the teaching staff in the Male School fell very low, there being only the head master and two pupil-teachers to meet the requirements of the pupils. The head master, in addition to his ordinary duties in the school, had to give special instruction to these pupil-teachers and three agricultural boarders. He had double work imposed on him, and lost no time in informing me that he required help, and that until it was given he could not be responsible for the working of the school. There were then appointed an assistant teacher, two pupil-teachers, and two paid monitors—so that by the first of May all the vacancies for teachers and monitors were filled up.

The following Table gives the Names of the Teachers, Assistants, and Monitors in the different departments at the close of the year 1862:—

Names of Teachers, Assistants, Pupil-Teachers, and Paid Monitors.	Position in the School.	Age.	Religion.	Date of Ap- pointment to this School.
BOYS' SCHOOL.				
John Walshe,	Principal, . .	45	Roman Catholic, . .	1/8/52
Samuel Scott,	Assistant, . .	22½	Presbyterian,	1/5/62
John O'Callaghan,	Pupil-Teacher, .	18	Roman Catholic, . .	1/5/61
Thomas Grace,	Ditto,	19	Ditto,	1/4/62
Michael Lyons,	Ditto,	16½	Ditto,	1/4/62
John Kelly,	Monitor, . . .	15½	Ditto,	1/5/62
Thomas Cobbe,	Ditto,	15	Established Church, .	1/11/62

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Names of the Teachers, Assistants, and Monitors, &c.—continued.

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Names of Teachers, Assistants, Pupil-Teachers, and Paid Monitors.	Position in the School.	Age.	Religion.	Date of Ap- pointment to this School.
GIRLS' SCHOOL.				
Anne Reilly,	Principal,	38	Roman Catholic, . .	1/8/52
Bessie Glover,	Assistant,	27	Established Church, .	1/6/56
Mary Hudson,	Monitress,	19	Roman Catholic, . .	1/6/59
Frances Hayes,	Ditto,	13	Ditto,	1/7/59
Martha Smyth,	Ditto,	19	Established Church, .	1/3/60
Harriet Fleming,	Ditto,	16	Roman Catholic, . .	1/3/60
Matilda M'Donnell,	Ditto,	20	Ditto,	1/6/59
Mary C. Kilbride,	Ditto,	20	Ditto,	1/7/60
Anne Kane,	Ditto,	18	Ditto,	1/7/61
INFANTS' SCHOOL.				
Harriet Souter,	Principal,	28	Established Church, .	1/9/52
Teresa Mackey,	Assistant,	23	Roman Catholic, . .	1/3/58
Isabella Cobbe,	Monitress,	18	Established Church, .	1/10/62
Bridget Murtha,	Ditto,	18	Roman Catholic, . .	1/11/62

One pupil teacher and two paid monitresses were sent to the Central Training Department, and a third monitress left to become assistant in the Wolf-hill Female National School.

Annual Examination.—I purposed holding this examination about the middle of December, but circumstances beyond my control obliged me to postpone it a few days. However, Mr. Coyle, District Inspector, and myself had sufficient time to submit the classes in the three schools to a rigid examination, and select for prizes those pupils who were best entitled to them. They were not awarded for mere literary advancement: character and diligence were duly estimated; and in the case of pupils slow at learning, industry and continued exertion were not overlooked.

The public examination and distribution of prizes came off on the 24th December. Though the day was, for many reasons, unfavourable, the audience on the occasion was unusually large. There was merely time to submit one or two classes from each department to such an examination as would test their proficiency in the most important subjects set down in their respective programmes. Before and during the intervals between the examinations, the singing classes, which had been specially prepared by Mr. Drill, sang some beautiful airs, while he accompanied them on the harmonium. The proceedings closed with experiments in mechanics, electricity, and chemistry—in which subjects the advanced boys underwent a close examination; and, though these important branches of instruction had been only recently introduced, the pupils exhibited a familiar and extensive acquaintance with them, whilst the success that attended the experiments was highly creditable to Mr. Scott, assistant master.

After the distribution of the premiums, the Rev. H. F. M'Donald, Rector of Athy, occupied the chair, and the following resolution, which was proposed by the Rev. R. Wallace, Presbyterian Minister, and seconded by A. G. Judge, esq., was unanimously approved by the audience:—

“That this meeting express its great gratification at the existence amongst them of this Model School, their utmost confidence in the teachers, their zeal and diligence, as manifested in the public examination held this day, and the marked success which continues to characterize this school.”

I have the honour to remain, Gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c., &c.

No. 20.—FIRST ANNUAL REPORT upon the LONDONDERRY DISTRICT *Appendix B.*

MODEL NATIONAL SCHOOL, for the year 1862, by J. G. FLEMING, Reports on District and Minor Model Schools.
Esq., Head Inspector of National Schools.

Londonderry, May 29, 1863.

GENTLEMEN,—I beg to submit, for the information of the Commissioners, my first annual report on the Londonderry District Model School, which was opened for public instruction in January, 1862, in presence of a large and influential assemblage, over which his Lordship the Bishop of Derry presided.

Before entering into details with reference to all that concerns the institution in its purely literary aspect, I purpose giving a short description of the building, site, and grounds, which occupy in all about two statute acres. The site, as regards beauty, extent, and elevation, is one of the most eligible that could have been selected. Although within five minutes walk of the most central street in Derry, it is entirely out of the reach of the bustle, din, and smoke, inseparable from the business and rapidly increasing traffic of a large commercial population. Owing to its comparatively elevated position, it commands an admirable view of Lough Foyle, the city of Derry and its environs. The gentle slope of the grounds, and the detached position of the buildings and offices, have greatly contributed to render the sewerage, the ventilation, and the lighting of the several apartments all that can be desired. As might be expected under circumstances so favourable to health, no serious case of illness originated within the institution from the date of its opening.

There are, in addition to the grounds immediately adjoining the school buildings, two excellent gardens, one of which has been handed over to the principal teacher, Mr. Todd. It is proposed to convert the second garden into a promenade or pleasure ground for the use of the pupils, their parents, friends, and others visiting the schools. This arrangement, when carried into effect, will add considerably to the extent, and otherwise improve the appearance of the grounds. They have a gentle slope towards the main road fronting the school, and have been laid down in grass, and tastefully planted with shrubs and evergreens; the whole presenting an appearance most creditable to the parties intrusted with the work.

Besides the usual school-rooms for boys, girls, and infants, there are three smaller apartments, one of which is used for teaching drawing, the second as a lecture room for giving instruction in physical science, and the third as a maritime school. But as navigation and physical science are not taught during the ordinary school-hours, the two apartments vacant by this arrangement are used as class-rooms from ten till three by the head teacher and his assistants. This disposition of the several school-rooms is absolutely necessary, owing to the very great attendance at the boys' school. There are at present on rolls above 250 pupils; additional class-rooms are consequently unavoidably employed. The class-room attached to the girls' school requires some slight additions, and the cloak-room should be enlarged. I am happy to say that all the school apartments are entirely free from any unpleasant echo or reverberation; owing to this favourable circumstance, and the very perfect discipline observed, the several changes of the classes, and the general business of the school, are carried out with the least possible noise. The play-grounds in connexion with the boys', girls', and infants' schools have been levelled and neatly gravelled; they are sufficiently large for the numbers in attendance, and having been recently furnished with suitable sheds, the children are, in the event of bad weather, protected from wind and rain.

The principal and assistant teachers' apartments, the pupil teachers'

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dormitory, study, and refectory, the Inspector's office, the kitchen and servants' apartments are all on the left hand side of the hall, as one enters from the grounds. They form a separate wing, comprising about one-half of the entire building. The head master's bed-room, owing to some defect in the roof, is much exposed to a constant draught, of which he had frequent occasion to complain during the wet stormy weather, which so generally prevailed during the winter and spring months. The matter can be easily remedied by the Board of Works, whose clerk, as I am informed, has taken steps to have the roof put in proper order.

For some days previous to the public opening of the schools, I and the District Inspector, Mr. Graham, attended in our office for the purpose of entering upon the rolls the names of those children whom their parents, guardians, or relatives desired to be admitted as pupils. Two hundred and fifty children were thus enrolled, and, with hardly an exception, presented themselves for admission immediately after the schools had been opened for public instruction. This was a large number to begin with, but it would have been much greater had the time for registering pupils' names been extended. This, however, was a matter of slight importance, as parents and others had, subsequently, abundant opportunities for entering children as pupils. The classification of the young persons already admitted was the first important duty which the principal teachers and their assistants had to undertake in connexion with their recent appointment. It was a tedious, troublesome task, as it involved a special examination of each child. It could not, however, be dispensed with, as it was important at the very outset to place the children in the classes for which they were really qualified, more especially as very many of them had never before attended any National School. Generally speaking, they read fairly, and in numerous instances their handwriting was legible and well proportioned; but most of them failed in arithmetic, writing from dictation, grammar, and geography. The attendance steadily increased during the greater part of the year; but it was nearly stationary in the boys' school, and decreased in the girls' and infants' schools during the two last months of the year, owing to the prevalence of scarlatina, which all but decimated the children resident in Derry and immediate suburbs. Shortly after the virulence of the disease had abated, the attendance quickly resumed its former magnitude, and has since rapidly increased. The three schools (boys', girls', and infants'), built to accommodate about 500 pupils, have nearly that number at present on rolls, while the actual average attendance falls very little short of 450. In the annexed tables will be seen a correct abstract, specifying the character of the attendance, the numbers admitted at the respective rates of 5s., 2s. 6d., and 1s. 1d. per quarter, together with the total amount of school fees received during the year ended 31st December, 1862.

TABLE I.—Showing Average Number of Pupils on Rolls, and present, during the past year (1862):—

	Boys.	Girls.	Infants.
Average number on rolls for the 12 months ended December, 1862,	190·59	122·	95·7
Average daily attendance for 12 months ended December, 1862, .	164·96	104·7	75·6

TABLE II.—Showing Number of Pupils on Rolls in the last week of the year ended 31st December, 1862, at the various Rates, with the Amount of School Fees received:—

	Boys.	Girls.	Infants.
At 5s. per quarter,	92	52	33
„ 2s. 6d. „	84	54	38
„ 1s. 1d. „	35	14	30
	Boys.	Girls.	Infants.
	£ s. d.	£ s. d.	£ s. d.
Total amount received during the year 1862, .	132 13 2	83 12 2	59 6 0

These figures, which embrace the statistics for the whole of the year 1862, are much under what may be anticipated for the current year, 1863, as the attendance of pupils was, comparatively speaking, small during the first three months of 1862, arising from the fact that many parents deferred sending their children to the school until the weather had sensibly improved. Accordingly soon after Easter a large influx of pupils took place.

The boys' school-room is a spacious, well-proportioned apartment, fifty feet in length, forty in width, and something more than sixteen feet in height. It can accommodate, without inconvenient overcrowding, about 250 pupils. The windows are sufficiently numerous, and are admirably constructed so as to admit abundance of light and air, the latter remaining pure long after they are closed, owing to the great elevation of the ceiling, which adds considerably to the volume of air within the school-room. There are twenty-four desks, with seats attached to each, both varying in height, so as to suit boys of different ages. They form two parallel groups, and are so placed as to leave a passage of some four feet between each line of desks, an arrangement which without trouble or inconvenience enables the teachers to superintend the children when writing or otherwise engaged in their seats. It also greatly facilitates the different changes of class, and in many ways saves trouble and economizes time. It would occupy too much space to give a detailed account of the numerous articles of school apparatus supplied for the use of teachers and pupils. It will, perhaps, suffice to state that no exertions have been spared to supply the school-rooms and class-rooms with every useful educational appliance. Maps, tablets, globes, diagrams illustrating the arts and sciences, everywhere meet the eye, and give the schools a pleasing, cheerful aspect.

The following tabulation shows the Classification of the Pupils on the Rolls, last week of December, 1862 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic :			
Book I.,	4	7	81	Tables <i>only</i> ,	—	—	51
„ II.,	70	53	20	Simple Rules,	99	79	50
Sequels,	67	37	—	Compound Rules,	42	31	—
Book III.,	34	13	—	Proportion,	34	10	—
„ IV.,	36	10	—	Practice, Interest, &c.,	36	—	—
Totals,	211	120	101	Mental,	211	120	—
Sacred Poetry,	—	—	101	Writing :			
Grammar :				On Slates <i>only</i> ,	—	—	94
Parts of Speech <i>only</i> ,	141	97	20	On Paper,	211	120	7
Parsing and Syntax,	70	23	—	From Dictation,	211	120	—
Derivations,	70	23	—	Branches for Females :			
Composition,	70	23	—	Sewing,	—	120	—
Geography :				Knitting,	—	120	—
Lessons on Maps <i>only</i> ,	4	7	94	Embroidery,	—	40	—
From Text Books :				Extra Branches :			
Local,	207	113	7	British Poets,	137	62	—
Mathematical and Physical,	70	23	—	Geometry,	29	—	—
				Book-keeping,	30	—	—
				Music,	211	120	101
				Drawing,	211	120	50
				Physical and Applied Science,	70	—	—

The course of instruction embraces a wide range of subjects ; but the principle enunciated by the leading educationists of the day—that a moderate share of sound, well-digested knowledge of useful elementary

Table showing the proficiency of the pupils—*continued*.*Appendix B.*

	Boys.	Girls.	Infants.	Reports on District and Minor Model Schools.
Able to state and solve with readiness and correctness questions in Proportion or Practice,	59	10	—	London-derry.
Able to write fairly,	51	30	—	
„ a good hand with ease and freedom,	30	13	—	
„ a sentence from Dictation with tolerable accuracy,	39	19	—	London-derry.
„ „ with ease and correctness,	29	10	—	
Plain sewing,	—	18	—	
Netting,	—	10	—	
Embroidery,	—	22	—	
Cutting-out,	—	10	—	

The girls' school-room is on a smaller scale than the boys' school-room, viz. : 47 by 24 by 16 as compared with 50 by 40 by 16; but allowing eight square feet for each pupil, there exists accommodation for about 150 scholars, while the adjoining class-room is capable of holding at least 30 additional pupils. The school appointments leave nothing to be desired; they comprise all that the most experienced teachers and educational writers deem necessary or useful in carrying out the instruction of a large number of pupils. The desks have been arranged on the most approved plan, so as to facilitate the movements of the classes, and the course and order of the lessons. The entire business of the school is conducted with surprising quietness and regularity, owing to the excellence of the method employed. The answering of the classes at the general annual examination may be gleaned from the table of proficiency. The number of pupils present at that examination was comparatively small, owing, as already stated, to the prevalence of scarlatina. It is further important to bear in mind that, with few exceptions, they were new to the discipline and course of instruction adopted in every good National School. Accordingly, most of them were found on examination very deficient in arithmetic, geography, and writing from dictation. They were, therefore, necessarily placed in Sequel, Third, or at most, Fourth class; hence the absence of Fifth or highest class, which will, however, be very shortly organized. This remark equally applies to the boys' school, and for precisely the same reason.

It now remains for me to give a general view of the instruction imparted to the pupils of the girls' school. Reading, arithmetic, and writing from dictation, of course, occupy a prominent place, but the time devoted to geography and grammar is ample to enable them to become proficient in both subjects. Plain and fancy needlework receive the attention which their importance merits. Some of the more advanced girls are taught to cut out the materials for dresses, under-clothing, and other articles of wearing apparel; while others, at the wish of their parents, devote their time to ornamental work—which, without being discouraged or wholly excluded, should, at all events, be held of minor moment when compared with the more useful branches of plain work. Drawing and vocal music also enter into the course of instruction, but they are principally taught either before or after the ordinary school hours, so as not to interfere with more essential subjects. I cannot conclude this branch of my Report on the Derry Model School without stating that Miss M'Cormac, the principal teacher of the girls' school, has performed her duties to my entire satisfaction. The parents of her pupils speak in very flattering terms of her qualifications for her office, and it must be admitted that the marked progress of her pupils while under her instruction has established for her in Derry a high character as a public teacher.

The infants' school-room is 48 feet in length, 25 in width, and 16 in height. It is admirably adapted for the purpose to which it is applied. Ample space, light, and ventilation, give it a bright, cheerful aspect—a point of considerable importance in all schools, but especially so in one intended for infants. There is, however, one defect which will, I trust,

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be speedily remedied. I refer to the clumsy construction and awkward position of the gallery, which, instead of being placed at the *end* of the school-room, occupies a large space in the centre of the room—a most objectionable arrangement, as it impedes and retards the numerous movements of the infants from class to play-ground, and otherwise hampers the teacher in carrying out the minor details of her school. It is, I need hardly observe, essential that she should be assisted in every way possible in performing her duties, which are much more trying than the inexperienced imagine. To exercise the imitative faculties, the most active in early childhood, without overtaxing the infant brain and forcing it into injurious exertion; to avoid using words without connecting them with ideas intelligible to very young children; to make instruction pleasing and engaging by constant change; finally, to do all this with calmness of temper, perfect self-control, and cheerful patience, are conditions essential to success in the case of the infant-school teacher. But this combination of qualifications is rarely met with; it cannot, therefore, be matter for surprise that only a gifted few have carried out the scheme of infant teaching in the full spirit in which it was conceived by Wilderspin and others. Nevertheless, I can state with perfect truth that Miss Dugan, infant teacher in the Derry Model School, is unsurpassed in those qualifications, which pre-eminently qualify her for the situation she so worthily fills. In dealing with her little pupils she combines affectionate indulgence with firmness and determination, playfulness of temper with sound judgment and calmness of manner. She has thus won the hearts of the infants, and, as a matter of course, her system of instruction has been followed by results the most satisfactory. Her pupils on leaving for the higher schools read without difficulty words of two and three syllables; they also write on paper, and work questions in simple rules. They have, moreover, acquired some useful elementary information on the uses of plants and metals, habits of animals, &c. All these advantages are gradually secured without in the least over-exciting the infant mind, as fully three-fourths of the school-time is employed in amusing sports, and healthy joyous exercises. But the mere progress in any particular department of knowledge is of small importance compared with the habits of order, cleanliness, and self-control, which are produced by a lengthened course of judicious mental training. Young children thus educated enter the upper schools with rare advantages, which every intelligent teacher can turn to profitable account. Their perceptions are quicker, their powers of memory and judgment stronger, and their general aptitude to receive instruction much beyond what I meet with in children far older, but who have been neglected or brought very imperfectly under instruction until they have reached their seventh or eighth year.

Extra Branches.—Classes in drawing, music, and physical science, have been for some time organized, and these subjects now form a conspicuous feature in the prescribed course of instruction. Attendance at these classes is by no means compulsory; they are, however, very numerous attended, and are greatly appreciated by the pupils and their parents. Drawing as yet has only been taught in its elementary stages; the part upon which most stress has been laid is that connected with the elements of mathematics, by means of which young persons are made acquainted with the regular forms and solids which are of most frequent occurrence. They are also taught to copy drawings and outlines of figures, and to delineate objects from suitable models. Special pains are taken by their excellent teacher, Mr. M'Elroy, to train their hands to freedom of style and boldness of outline by copying from the best specimens issued by the Department of Science and Art. The children, monitors, and pupil-teachers, evince,

generally speaking, great taste for drawing; the class, which has been very recently established, has made wonderful progress for the comparatively short period it has been under instruction. The singing class is under the charge of Mr. Morris, one of the assistant teachers. He began with the usual elementary exercises, and when these had been fully mastered by his pupils, he proceeded to the theory and practice of harmony. He has been very successful so far, as his classes sing concerted pieces of some difficulty very correctly; but more attention should be devoted to piece singing from note. It is, however, but fair to add that his classes are numerous, and that the short time allowed for teaching singing necessarily limits his amount of success and the completeness of his course of instruction. In many of the Model Schools vocal music is taught by a master, whose duty it is to confine himself to the singing classes; in such cases the progress of the pupils is everything that can be wished for; corresponding results cannot, however, be realized when, as in the case of Mr. Morris, the singing master has to do all the duties of literary assistant, and give, besides, special instruction in Physical Science. The whole of Fourth Class, and the most numerous divisions of Third Class, attend his lectures on Physical Science, and assist him in his experiments every evening from three to four. The subject is much liked by the boys, it charms them by its novelty, and at the same time strengthens their minds, by leading them to reflect on, and judge of, the conclusions and the wonderful combinations which this most interesting science brings so frequently under the learner's observation. But the extraordinary progress which this branch of knowledge has made in modern times renders it impossible to investigate any portion of it in a full and searching way without persevering in its study a great length of time, to the neglect of more useful subjects. Mr. Morris finds it necessary to confine his lectures to what are called general principles, which he explains and illustrates by experiment and observation. His pupils, consequently, obtain but a general view of the science, and of its more important divisions. They can however improve their knowledge at a future time, should they deem it advantageous to enter on the minute study of any special branch, such as mechanics or chemistry.

The following list contains the names of the principal and subordinate teachers engaged in the establishment at the end of the past year:—

Names of Teachers, Assistants, Pupil-Teachers, Monitors, and Monitresses.	Position in the School.	Age.	Religion.	Date of Appointment to this School.
Boys' SCHOOL.				
William Todd,	Principal,	43	Pres.,	Jan. 1, '62
Charles Morris,	1st Assistant,	25	R.C.,	Jan. 1, '62
John O'Neill,	2nd do.,	21	E.C.,	Jan. 1, '62
Neill M'Colgan,	3rd do.,	27	R.C.,	Jan. 1, '62
James M'Elroy,	4th do.,	30	Pres.,	April 1, '62
James Hamilton,	5th do.,	20	Pres.,	March 1, '62
Robert A. Lithgow,	Pupil-Teacher,	20	Pres.,	Jan. 14, '62
Robert John Allen,	do.,	17	E.C.,	Jan. 23, '62
Thomas William Allen,	do.,	16	E.C.,	Jan. 23, '62
Oliver M'Laughlin,	do.,	20	R.C.,	Feb. 1, '62
Patrick M'Swiggan,	do.,	20	R.C.,	March 15, '62
James Greer,	do.,	17	Pres.,	March 15, '62
James Browne,	do.,	18	E.C.,	March 15, '62
John Martin,	do.,	18	Pres.,	Sept. 1, '62
William Harland,	do.,	18	E.C.,	Sept. 1, '62
Alexander Hamill,	do.,	17	R.C.,	Sept. 1, '62
William Shields,	do.,	18	Pres.,	Sept. 1, '62
George Hare,	do.,	20	E.C.,	Sept. 1, '62
Andrew Gregory,	do.,	19	E.C.,	Nov. 1, '62
John L. M'Coy,	Monitor,	14	Pres.,	Feb. 1, '62

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List of the principal and subordinate teachers—*continued*.

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Names of Teachers, Assistants, Pupil-Teachers, Monitors, and Monitresses.	Position in the School.	Age.	Religion.	Date of Appointment to this School.
GIRLS' SCHOOL.				
M. J. McCormac, . . .	Principal, . . .	26	R.C., . . .	Jan. 1, '62
Margaret Hewston, . . .	1st Assistant, . . .	21	E.C., . . .	Oct. 16, '62
Sarah A. McDonald, . . .	2nd do., . . .	23	Pres., . . .	Jan. 1, '62
Annie Lowndes, . . .	3rd do., . . .	20	E.C., . . .	June 1, '62
Lizzie Roulston, . . .	Pupil-Teacher, . . .	19	W.M., . . .	March 7, '62
Matilda Wybrants, . . .	Monitress, . . .	16	Pres., . . .	Feb. 1, '62
Margaret Lecky, . . .	do., . . .	16	E.C., . . .	Feb. 1, '62
Ellen Roulston, . . .	do., . . .	17	W.M., . . .	June 1, '62
Rebecca Roulston, . . .	do., . . .	16	W.M., . . .	June 1, '62
Annie Couboy, . . .	do., . . .	14	E.C., . . .	June 1, '62
Fanny Wardlaw, . . .	do., . . .	17	Pres., . . .	June 1, '62
Jane Huddleston, . . .	do., . . .	14	Pres., . . .	June 1, '62
Annie Rowan, . . .	do., . . .	17	E.C., . . .	Oct. 1, '62
INFANT SCHOOL.				
Ada B. Dugan, . . .	Principal, . . .	22	E.C., . . .	Jan. 1, '62
Kate M'Mahon, . . .	1st Assistant, . . .	19	R.C., . . .	Jan. 1, '62
Jane Wilson, . . .	2nd do., . . .	19	Pres., . . .	April 14, '62
Annie Dixon, . . .	Monitress, . . .	15	Pres., . . .	Feb. 1, '62
Jane Magee, . . .	do., . . .	16	E.C., . . .	June 1, '62
Margaret Espie, . . .	do., . . .	16	Independent, . . .	June 1, '62

The pupil-teachers and paid monitresses are not constantly employed in conducting or superintending a class. They are allowed special time for private study, to enable them to prepare for the office of teacher, the main object of their temporary appointments in the Model Schools. Owing to this circumstance the teaching staff appears excessive, and much beyond what the requirements of the institution would seem to demand. It is not, however, to be regarded simply and exclusively as a first-class school, available to all classes on payment of a trifling fee: it is also designed to be a nursery or training school for eligible young persons desirous to become teachers. In fact, the Derry Model Schools stand so high in public estimation, and afford so many opportunities for improvement, that numerous applications have reached me from paid monitors, sons of teachers, and others, requesting admission in the capacity of pupil-teacher—a situation, let it be remembered, bringing no remuneration for first-year's service beyond board and lodging, and for second year's service a small gratuity of £6. The establishment cannot however conveniently accommodate more than twelve pupil-teachers, to which the number is accordingly restricted. Three of them have already left to take charge of schools; their places have been filled by suitable persons, chosen from a select list of candidates. The pupil-teachers, if well conducted, studious, and intelligent, are permitted to remain two years in the institution. They are required to devote a considerable portion of this time to the study of all those branches of knowledge which are taught in schools, as it is of vital importance these future schoolmasters should be thoroughly acquainted with the subjects which it will be their special duty to teach. They are also required to take an active part in conducting the business of the school, in order that they may learn to impart instruction in a practical manner and after the most approved methods. The course of study laid down for these young men may possibly appear to some as superfluous and excessive. It is, however, most important to bear in mind that for every branch of knowledge a new method of instruction has been adopted in the elementary school, and that the surest way of disseminating these methods is that of imparting them to the future teachers, so as to enable them to enter upon their career with a certain amount of

professional skill, which, while it aids in lightening and otherwise alleviating the labours, will, at the same time, raise the teacher in public estimation, and cause his office to be honoured and respected. Besides, he will always be a bad teacher who knows no more of a subject than that which he has to teach. The more he has studied it, and the more he knows about it, the juster the idea he is able to form with regard to it, and the more able to judge what is most important to be communicated and what has only a subordinate value. These, indeed, are well-worn truisms, but occasions not unfrequently arise when it becomes necessary to recall them to mind.

Appendix B.
Reports on
District
and Minor
Model
Schools.
London-
derry.

I remain, Gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c., &c.

No. 21.—ANNUAL REPORT upon the OMAGH MINOR MODEL SCHOOL, for the year 1862, by J. G. FLEMING, Esq., Head Inspector of National Schools.

Omagh.

Londonderry, May, 1863.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners the following Report upon the Omagh Minor Model School for the year 1862.

During the year, I visited the institution on many occasions. I had the greater facility for doing so, as I resided in Omagh for about six weeks in the months of June and July—being chiefly engaged during that time in visiting ordinary town and rural schools in the Omagh District.

Besides the necessary examination of the pupil-teachers and paid monitors attached to the school during the year, I also examined, in conjunction with the District Inspector, the pupils of the school individually in December, preparatory to awarding certificates of merit and premiums at the public examination held on the 22nd of that month.

I have not found it necessary to make any alteration in the rules and general working of the schools as laid down by my predecessor, Mr. Hunter. The entire arrangements of the institution are therefore substantially the same as those set forth in his Reports, for 1860 and 1861.

The business of the day commences at half-past eight o'clock, with the monitors' and pupil-teachers' classes. This continues till a quarter past nine, when special drawing classes are formed in the male and in the female school-rooms. These classes are conducted by the two assistant masters, and continue till within a few minutes of ten o'clock, at which hour the *general business* of the day begins (except on Mondays, when religious instruction commences at ten and ends at eleven o'clock). The general school business terminates at three o'clock; and after the pupils are dismissed, the special instruction of the pupil-teachers and monitors is again resumed and continues till four o'clock. On Saturdays, general instruction commences at ten o'clock and ends at one o'clock. From twelve to one o'clock the advanced singing class is conducted by Mr. O'Driscoll in the infant school-room, and it seems to be a source of attraction to the public, for many visitors attend at that hour to hear the performance of the pupils, which is really very creditable to both themselves and their teacher.

The teaching staff for the year was as follows:—In the boys' school, Mr. Alexander Greer, head master; Mr. James Bresland and Mr. James O'Driscoll, assistants, together with two pupil-teachers and five paid

during the last four months of the year—I refer to the opening of a classical school in the town. This school was opened in September, and about twelve of the boys who were most regular in attendance were transferred to it from the Model School.

Appendix B.
Reports
on District
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Model
Schools.

In the following table the ages of the pupils on rolls on 31st December, 1862, are given, together with the total number in each school, and the average age of the children :—

Omagh.

	Boys.	Girls.	Infants.	Total.		Boys.	Girls.	Infants.	Total.
3 years,	—	—	4	4	12 years,	6	12	—	18
4 "	—	—	5	5	13 "	6	6	—	12
5 "	—	—	20	20	14 "	5	6	—	11
6 "	1	—	17	18	15 and above,	10	3	—	13
7 "	9	7	—	16					
8 "	18	9	—	27	Total,	108	78	46	232
9 "	11	11	—	22					
10 "	24	8	—	32	Average Age,	11·6	11·	5·5	9·9
11 "	18	16	—	34					

The following table gives the religious denominations of 493 pupils, whose names appeared on the rolls during the year :—

	Boys.	Girls.	Infants.	Total.
Established Church,	88	73	55	216
Roman Catholics,	2	10	2	14
Presbyterians,	87	82	43	212
Wesleyans,	22	12	17	51
Total,	199	177	117	493

The following is the literary classification of 232 pupils on the rolls at the end of the year 1862 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I.,	—	—	31	Compound Rules,	—	24	—
" II.,	32	21	10	Proportion,	34	12	—
Sequels,	8	26	5	Practice, Interest, &c.,	42	16	—
Book III.,	26	17	—	Mental,	108	78	—
" IV.,	28	8	—				
" V.,	14	6	—	Writing :			
Total,	108	78	46	On Slates only,	—	—	31
				" Paper,	108	78	15
				From Dictation,	108	78	—
Grammar :				Branches for Females :			
Parts of Speech only,	32	47	46	Sewing,	—	64	—
Parsing and Syntax,	76	31	—	Knitting,	—	64	—
Derivation,	42	31	—	Netting,	—	4	—
Composition,	68	31	—	Embroidery,	—	3	—
				Cutting out,	—	7	—
Geography :				Extra Branches :			
Maps only,	—	—	46	British Poets,	76	37	—
From Text Books :				Mensuration,	42	—	—
Local,	108	78	—	Geometry,	25	—	—
Mathematical and Physical,	56	31	—	Algebra,	25	—	—
				Book-keeping,	42	—	—
Arithmetic :				Music,	108	78	46
Tables only,	—	—	31	Drawing,	108	78	46
Simple Rules,	32	26	15	Physical Science,	42	—	—

The following is a list of the teachers, assistants, &c., in the schools on 31st December, 1862, with their religious denominations and dates of appointment.

Appendix B. List of Teachers, Assistants, &c., in the School on 31st December, 1862.

Reports
on District
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Name.	Office.	Religious Denomination.	Date of Appointment.
MALE SCHOOL.			
Alexander Greer,	Head Master,	E.C.,	February, 1860
James O'Driscoll,	Assistant,	R.C.,	November, 1859
James Bresland,	Ditto,	Pres.,	April, 1860
Daniel Murrell,	Pupil-Teacher,	R.C.,	July, 1862
Henry Armstrong,	Ditto,	Pres.,	September, 1862
William T. Semple,	Paid Monitor,	P.D.,	May, 1860
Patrick Devlin,	Ditto,	R.C.,	February, 1862
Bernard Kening,	Ditto,	R.C.,	April, 1862
John Orr,	Ditto,	Pres.,	April, 1862
Luke Smyth,	Ditto,	E.C.,	August, 1862
FEMALE AND INFANT SCHOOLS.			
Margaret Skeffington,	Head Mistress,	R.C.,	November, 1859
Annie Frame,	Assistant,	Pres.,	April, 1861
Jane Manning,	Ditto,	E.C.,	August, 1861
Fanny Morrow,	Pupil-Teacher,	Pres.,	November, 1861
Eliza J. Love,	Ditto,	E.C.,	June, 1862
Eliza J. Hamilton,	Paid Monitress,	P.D.,	December, 1859
Emily Greer,	Ditto,	E.C.,	August, 1860
Elizabeth Delap,	Ditto,	Pres.,	November, 1861
Julia Greer,	Ditto,	E.C.,	January, 1862
Jane Mellon,	Ditto,	R.C.,	February, 1862
Fanny D. Taylor,	Teacher of Infant School,	Pres.,	November, 1859

The following pupil-teachers and paid monitors left the school during the year for the reasons assigned :—

Name.	Office.	Date of Leaving.	Destination.
John Baird,	Pupil-Teacher,	May 31, 1862,	Appointed Teacher of a N.S.
Hugh Graham,	Ditto,	May 3, 1862,	Ditto.
John M'Mahon,	Monitor,	Jan. 31, 1862,	Appointed Pupil-Teacher in Monaghan M.M.S.
Patrick M'Swigan,	Ditto,	Mar. 24, 1862,	Appointed Pupil-Teacher in Derry D.M.S.
Henry Forbes,	Ditto,	June 30, 1862,	Appointed Teacher of a N.S.
William Donaldson,	Ditto,	Mar. 31, 1862,	Returned home.
Sarah Jane D'Acre,	Pupil-Teacher,	May 24, 1862,	Married, and gave up her appointment.
Eliza Jane Love,	Ditto,	Nov. 29, 1862,	Died.

The public examination of the schools was held on the 22nd of December, the entire of the pupils in attendance having been previously examined very minutely by Mr. Adair and myself, for the purpose of ascertaining their individual and relative merits, preparatory to awarding premiums. The public examination was very largely and respectably attended. The rooms were crowded, in fact, to inconvenience. Many of those present were parents, who had come long distances from the country to hear their children examined.

Infants' School.—The examination commenced with the children of the school under Mrs. Taylor. They sang some school songs delightfully, Mrs. Taylor accompanying them on the harmonium. Then followed reading, spelling, grammar, geography, and arithmetic. In all these branches their performance was such as to elicit expressions of admiration from all present. Mrs. Taylor deserves much credit for the exhibition made by her little pupils, none of whom was seven years old.

Girls' School.—The examination of the girls' school commenced with reading, conducted by Miss Manning. The girls forming the senior

division read some pieces, both in prose and poetry, in a highly satisfactory manner—not only correctly, as to pronunciation and pauses, but in a manner which showed they thoroughly understood the subject-matter of what they read. In derivations, parsing, and analysis of sentences, also, they showed themselves far advanced. Mrs. Skeffington examined in arithmetic and physical geography with equally satisfactory results.

Appendix B.
Reports
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Boys' School.—Mr. Greer examined in reading and arithmetic, both theoretical and practical; and the senior boys were tested in writing from dictation by a sentence read to them by a gentleman from among the auditors. Their execution of this task received complimentary notice from all who inspected it. Their performance in reading and arithmetic also gave evidence that their instruction had been carefully attended to by Mr. Greer.

Omagh.

Mr. Bresland examined in physical science; and here some experiments of an interesting nature were made. Several telegraphic messages were correctly despatched, and read by the pupils. Mr. O'Driscoll's class of boys and girls concluded the day's programme by singing some harmonized pieces in very fine style.

Premiums and certificates of merit were then handed to forty pupils of the boys' school, thirty of the girls' school, and fifteen of the infants' school. In addition to the sum for premiums placed at my disposal by the Commissioners, Mr. Adair, District Inspector, gave a silver medal to the boy who answered best in mathematics, a workbox to the girl who exhibited the best specimens of needlework of her own execution, and in the infants' school 7s. 6d. in money to the three best writers—he having in July last introduced writing *on paper* into this school.

I have only to state, in conclusion, that the conduct of the pupil-teachers and monitors during the year has been most satisfactory. They have not on any occasion shown anything like harshness or want of temper to the pupils; and they have been uniformly obedient and respectful to their teachers. They all look forward to teaching as the business of their lives, and they seem anxious to qualify themselves for the office.

I have the honour to be, Gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries.

NO. 22.—JOINT ANNUAL REPORT of J. G. FLEMING, Esq., Head Inspector, and T. M'ILROY, Esq., District Inspector, on BALLYMONEY MINOR MODEL SCHOOL for the year 1862.

GENTLEMEN,—We beg to submit, for the information of the Commissioners of National Education, the following report on Ballymoney Model School, for the year 1862.

House, &c.—During the year the building was put in thorough repair, and painted both inside and outside. The infant school, which was previously too small, has been considerably enlarged, and a new porch built. In the boys' and girls' schools the amount of school accommodation is quite insufficient. On the day of the public examination this was so manifest—a large number not having been able to obtain admission—that Mr. Cramsie, the Rev. R. Park, and others, called our attention to it, and requested that we would bring the matter under the notice of the Commissioners, with the view of having this serious defect remedied as soon as possible.

Appendix B. The following table exhibits a comparative view of the attendance for the past four years :—

Reports on District and Minor Model Schools.		Boys.	Girls.	Infants.
Average number on rolls for 12 months ended	1859,	84.6	52	36.9
	1860,	88.4	76.2	82.5
	1861,	87.2	74.9	47.9
	1862,	72.9	74.7	51.4
<i>Ballymoney</i> Average daily attendance for 12 months ended	1859,	69	42.7	31.1
	1860,	72	59.8	28.4
	1861,	70.3	58.8	39.8
	1862,	59.8	59.5	41.9

The following table exhibits the number of pupils on the rolls at end of the last week of the years 1860, 1861, and 1862, at the different rates of payment :—

		Boys.	Girls.	Infants.	Total.
Number paying 5s. per quarter, .	1860,	12	8	—	20
	1861,	13	14	—	27
	1862,	11	13	—	24
Number paying 2s. 6d. per quarter, .	1860,	27	35	10	72
	1861,	22	35	13	70
	1862,	26	35	11	72
Number paying 1s. 1d. per quarter, .	1860,	40	19	19	78
	1861,	40	19	42	101
	1862,	33	19	44	96

The attendance at the boys' school was considerably lower than that of any former year. This was entirely owing to the exceptional character of the year as to severity of the weather, especially during spring and harvest. The attendance at the girls' school continues steady; and in the infants' school there is a considerable increase.

The following table exhibits the religious denominations of the pupils on the rolls, for the last week of December, 1862 :—

	Boys.	Girls.	Infants.	Total.
Established Church, . . .	8	6	12	26
Roman Catholics, . . .	15	15	10	40
Presbyterians, . . .	46	45	33	124
Other Denominations, . . .	1	1	—	2

As may be seen, the attendance is composed of children of every religious denomination in the neighbourhood, and is in fair proportion to the population of the different religious persuasions. The arrangements for the religious instruction of the children continue unchanged.

The following table shows the ages of the pupils on the rolls during the last week of December, 1862 :—

Age.	Boys.	Girls.	Infants.	Age.	Boys.	Girls.	Infants.
3 Years, . . .	—	—	6	12 Years, . . .	11	8	—
4 " . . .	—	—	11	13 " . . .	7	12	—
5 " . . .	—	—	7	14 " . . .	7	2	—
6 " . . .	—	—	11	15 " . . .	4	2	—
7 " . . .	1	—	17	16 " . . .	—	3	—
8 " . . .	9	7	2	17 " . . .	1	1	—
9 " . . .	6	7	1	18 " . . .	4	2	—
10 " . . .	7	6	—				
11 " . . .	13	13	—	Average Age,	11.6	11.3	5.6

From the following table may be seen the classification of the pupils in the Lesson Books of the Board, and the numbers learning the various branches of instruction, at the end of the year 1862 :—

Table showing the literary classification of the pupils on the rolls during the last week of December, 1862 :—

The last week of December, 1862 :—				Reports on District and Minor Model Schools.			
Subjects.	Boys.	Girls.	In- fants.	Subject.	Boys.	Girls.	In- fants.
Lesson Books :				Arithmetic :			
Book I.,	—	—	38	Tables <i>only</i> ,	—	—	38
„ II.,	17	17	17	Simple Rules,	17	19	17
Sequel,	7	14	—	Compound Rules,	7	14	—
Book III.,	14	15	—	Proportion,	14	14	—
„ IV.,	20	12	—	Practice, Interest, &c.,	32	20	—
„ V.,	12	9	—	Mental,	70	67	55
Total,	70	67	55	Extra Branches :			
Grammar :				British Poets,	12	21	—
Parts of Speech <i>only</i> ,	24	31	17	Mensuration,	18	—	—
Parsing and Syntax,	46	36	—	Geometry,	18	—	—
Derivations,	46	50	—	Algebra,	18	—	—
Composition,	46	21	—	Book-keeping,	25	—	—
Writing :				Reasoning,	12	—	—
On Slates <i>only</i> ,	—	5	34	Agriculture,	16	—	—
„ Paper,	70	62	4	Music,	59	67	55
From Dictation,	46	62	—	Drawing,	43	21	38
Geography :				Physical and Applied Science,	20	—	—
Lessons on Maps <i>only</i> ,	17	17	55	Branches for Females :			
From Text Books :				Sewing,	—	67	—
Local,	53	50	—	Knitting,	—	67	—
Mathematical and Physical,	12	21	—	Netting,	—	4	—
				Cutting out,	—	8	—
							<i>Ballymoney</i>

No change has taken place amongst the teachers during the past year. Two pupil-teachers were appointed to the boys' school, and two monitresses to the girls' school, in room of others leaving the establishment.

The following list shows the teaching-staff of this school at the end of the year :—

Names of Teachers, Assistants, Pupil-Teachers, and Monitresses.	Position in the School.	Age.	Religion.	Date of Appointment.
BOY'S SCHOOL.				
James Warnock,	Principal,	52	Pres.,	February, 1856
Charles Maguire,	Assistant,	22	R.C.,	September, 1861
Manasseh M'Reynold,	Pupil-Teacher,	19	R.C.,	July, 1862
Alexander Gillen,	Ditto,	21	Pres.,	July, 1862
George M'Quillan,	Paid Monitor,	18	Pres.,	February, 1859
William Martin,	Ditto,	16	Pres.,	May, 1861
GIRL'S SCHOOL.				
Margaret Bradley,	Principal,	37	R.C.,	April, 1859
Isabella Adams,	Assistant,	24	Pres.,	December, 1856
Mary Wasson,	Monitress,	20	Pres.,	September, 1857
Sarah Hamill,	Ditto,	22	Pres.,	October, 1860
Sarah A. Rentoul,	Ditto,	16	Pres.,	September, 1861
Anne Drain,	Ditto,	18	R.C.,	October, 1862
Mary A. O'Donnell,	Ditto,	15	R.C.,	October, 1862
INFANT'S SCHOOL.				
Rebecca Lester,	Principal,	22	E.C.,	November, 1861
James Feehan,	Special,	23	R.C.,	September, 1861

The following list shows the destination of four monitresses who left this establishment in 1862.

Appendix B.

List showing the Destination of four Monitresses, &c.

Reports
on District
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Ballymoney

Names.	Position.	Age.	Religion.	Time of Appointment.	Time of Leaving.	Destination.
Jane Beverlin, .	Monitress,	18	Pres.,	May, 1856,	Jan., 1862,	Training Establish- ment.
Ellen Magee, .	Ditto, .	17	R.C.,	Oct., 1860,	Oct., 1862,	Ballymoney N. S.
Mary Wasson, .	Ditto, .	20	Prs.,	Sept., 1857,	Dec., 1862,	Training Establish- ment.
Sarah A. Rentoul,	Ditto, .	16	Pres.,	Oct., 1860,	Dec., 1862,	Home.

In the boys' school the general proficiency is satisfactory, though the classification is rather high. Fair progress has been made in the essential branches, but local geography has not received sufficient attention.

In all the classes in the girls' school marked progress has been made. Penmanship is still, however, far from being satisfactory, and will require increased attention. The specimens of plain and fancy needlework produced during the year were very creditable.

A marked improvement has taken place in the infants' school since the appointment of Miss Lester.

The pupils in all the departments continue to receive instruction in drawing from Mr. Maguire, and in singing and physical science from Mr. Feehan. In these branches satisfactory progress has been made.

The general annual examination of the pupils was held immediately after the termination of the Christmas vacation. It extended over a period of three days, during which the several classes were carefully tested by us on every branch of their prescribed course of study. The table next following, and which exhibits at a glance the results of the pupils' answering, renders it unnecessary to enter into further details regarding the proficiency attained by them in the several departments of knowledge. We shall merely observe that, although the pupils' copy-books were, with few exceptions, neatly and legibly written, they lacked that freedom and boldness of style which characterize what is termed a good business hand; the exercises written from dictation exhibited a like defect. It is our pleasing duty to add, that in the remaining subjects of the programme, the general proficiency of the classes was satisfactory. The answering at this special examination, preliminary to the public examination, was minutely recorded, and constituted the chief ground upon which the award of premiums was based. The marks assigned for careful preparation of home lessons, punctuality of attendance, and general good conduct were also taken into account before adjudicating premiums to the successful candidates. In numerous instances, however, it was extremely difficult to decide between the merits of the respective candidates, so close and equal was the answering on both sides.

Table exhibiting the proficiency of the 185 pupils examined, January last, preparatory to the public examination :—

	Boys.	Girls.	Infants.
Able to read correctly Second Book <i>only</i> ,	17	19	12
" the higher books with ease and intelligence,	35	28	—
Acquainted with Parts of Speech <i>only</i> ,	18	16	6
Able to Parse,	25	21	—
Acquainted with Prefixes and Affixes,	17	10	—
" Map of the World <i>only</i> ,	16	21	10
" Maps of Europe and Ireland,	19	14	—
" General Course,	15	11	—
Able to set down numbers to 5 places of figures,	18	21	9
" 7	46	29	—
Able to work correctly and readily a sum in Subtraction,	14	19	6
" a sum in Division of Money,	16	14	—

Table exhibiting the proficiency of the 185 pupils examined—*continued.* Appendix B.

	Boys.	Girls.	Infants.	Reports on District and Minor Model Schools.
Able to state and solve with readiness and accuracy questions in Proportion or Practice,	19	10	—	Ballymoney.
Able to write fairly,	17	11	—	
„ a good hand with ease and freedom,	9	7	—	
„ a short sentence from dictation with tolerable accuracy,	18	12	—	
„ from dictation with ease and correctness,	13	9	—	
Sewing,	—	52	—	
Knitting,	—	52	—	
Embroidery,	—	12	—	
Cutting-out,	—	8	—	
Music,	46	50	—	
Drawing,	32	16	—	
Physical Science,	12	—	—	

The public examination was most numerously attended by the parents and friends of the pupils, by many of the gentry and clergymen residing in the immediate vicinity of the school, and by others interested in the progress and spread of education. It was held in the Infants' Schoolroom, which, although recently enlarged, was quite too small to accommodate the large number of persons assembled to witness the proceedings of the day. The classes were examined by the principal and assistant teachers, under our supervision. The answering of the pupils displayed considerable intelligence, and a thorough acquaintance with the subjects studied; while the method of examination adopted by the teachers evinced, on their part, a facility in eliciting information as well as great experience in cultivating the minds of their pupils in a way that cannot fail to exercise a most beneficial influence on their future career in life.

We remain, Gentlemen, your obedient servants,

J. G. FLEMING, Head Inspector.

THOMAS M'ILROY, District Inspector.

The Secretaries.

NO. 23.—JOINT REPORT of J. G. FLEMING, Esq., Head Inspector, Coleraine, and THOMAS M'ILROY, Esq., District Inspector, on the COLERAINE DISTRICT MODEL SCHOOL, for the year 1862.

GENTLEMEN,—We have the honour to submit, for the information of the Commissioners of National Education, the following report on the Coleraine District Model School, for the year 1862.

During the year the boys' and girls' school-rooms were considerably enlarged, and three additional class-rooms built. Ample accommodation is now afforded. Owing to the lateness of the season at which the works were commenced, and the tardy manner in which they were executed, the attendance at the schools was seriously affected. For nearly three months, in the beginning of the year, the school-rooms were in a most uncomfortable state, the only protection against the weather, after the removal of the gables for the enlargement of the building, being a slight, wooden partition, which admitted the wind freely. A large number of children were, in consequence, withdrawn from the school.

The whole of the works contemplated, though the plans and specifications were made out three years ago, have not yet been completed. The new portion of the building remains in an unfinished state; while the offices for the infant school, and the sheds in the boys' and girls' yards have not even been commenced.

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The whole of the building requires painting very much; the outside woodwork has already sustained some injury in consequence.

Suitable desks for teachers, and a few additional presses for books and needlework, are also much required.

The grounds, though occupying a considerable space, have been carefully and neatly kept by the pupil-teachers, under the superintendence of the head master.

The following Table affords a comparative view of the attendances for the past four years.

	Boys.	Girls.	Infants.
Average number on rolls for 12 months ended	1859, 78.4	65.1	52.3
December,	1860, 94.7	70.8	50.7
	1861, 101.5	94.4	44.4
	1862, 73.7	84.4	34.5
Average daily attendance for 12 months ended	1859, 67.4	56.3	37.4
December,	1860, 77.9	60.4	37.5
	1861, 82.7	79.4	32.7
	1862, 58.7	70.8	27.5

The following Table shows the number of pupils on rolls for the last week of years 1860, 1861, and 1862, according to the different rates of payment.

	Boys.	Girls.	Infants.	Total.
Number paying 5s. per quarter,	1860, 42	36	1	79
	1861, 36	48	3	87
	1862, 18	35	5	58
Number paying 2s. 6d. per quarter,	1860, 37	34	27	98
	1861, 43	34	21	98
	1862, 38	31	16	85
Number paying 1s. 1d. per quarter,	1860, 20	14	24	58
	1861, 13	16	16	45
	1862, 10	15	13	38

These tables show a considerable decrease in the attendance of pupils, caused greatly by the uncomfortable state of the school-rooms, previously alluded to. A large number of the advanced pupils left to enter the "Coleraine Academical Institution," for the purpose of learning classics, the majority having obtained free scholarships. Many of those who left in the beginning of the year have since returned, and the attendance is now on the increase.

The following Table exhibits the religious denominations of the pupils on the rolls for the last week of December, 1862.

	Boys.	Girls.	Infants.	Total.
Established Church,	14	27	6	47
Roman Catholics,	12	16	8	36
Presbyterians,	34	32	16	82
Other Denominations,	6	6	4	16

The arrangements for the religious instruction of the pupils remain unchanged; and the school continues to possess the confidence of the parents of every religious denomination in the neighbourhood.

The following Table shows the ages of the pupils on the rolls during the last week of the year.

Age.	Boys.	Girls.	Infants.	Age.	Boys.	Girls.	Infants.
4 Years,	—	—	3	12 Years,	8	13	—
5 "	—	—	5	13 "	10	13	—
6 "	—	—	6	14 "	7	8	—
7 "	1	—	10	15 "	2	5	—
8 "	3	2	8	16 "	4	6	—
9 "	4	7	2	17 "	7	7	—
10 "	9	6	—				
11 "	11	14	—				
				Average Age,	12.5	12.6	6.6

The following Table shows the literary proficiency of the pupils on rolls, *Appendix B.*
last week of year 1862.

Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.	Reports on District and Minor Model Schools.
Lesson Books :				Arithmetic :				
Book I.,	-	-	18	Tables only,	-	-	18	<i>Coleraine.</i>
" II.,	10	13	16	Simple Rules,	10	13	16	
Sequel,	11	20	-	Compound Rules,	11	20	-	
Book III.,	11	16	-	Proportion,	11	16	-	
" IV.,	23	18	-	Practice, Interest, &c.,	34	32	-	
" V.,	11	14	-	Mental,	56	48	-	
Total,	66	81	34	Extra Branches :				
Grammar :				British Poets,	66	81	-	
Parts of Speech only,	21	13	16	Mensuration,	34	-	-	
Parsing and Syntax,	45	68	-	Geometry,	34	-	-	
Derivations,	45	68	-	Algebra,	34	-	-	
Composition,	34	48	-	Book-keeping,	34	-	-	
Writing :				Reasoning,	34	-	-	
On Slates only,	-	-	18	Music,	66	81	34	
" Paper,	66	81	16	Drawing,	66	48	34	
From Dictation,	66	68	-	Physical and Applied Science,	34	-	-	
Geography :				Branches for Females :				
Lessons on Maps only,	-	-	34	Sewing,	-	81	-	
From Text Books :				Knitting,				
Local,	66	81	-	Netting,				
Mathematical and Phy- sical,	34	48	-	Embroidery,				
				Straw Plating,				
				Cutting-out,				

The schools continue to be conducted in a satisfactory manner ; and the general proficiency of the pupils evidence skill and attention on the part of the teachers. From the above table it will be seen that two-thirds of the pupils of the boys' and girls' schools are in the advanced classes.

The following list exhibits the teaching staff of this school at the end of the year 1862.

Names of Teachers, Assistants, Pupil-Teachers, and Monitresses.	Position in the School.	Age.	Religion.	Date of Appointment to this School.	
Boys' SCHOOL.					
John Johnston,	Principal,	47	Pres.,	April,	1850
James Feehan,	1st Assistant,	23	R.C.,	March,	1861
James Gage,	Pupil-Teacher,	20	Pres.,	October,	1860
John Johnston,	Ditto,	18	Pres.,	October,	1860
James A. Mullen,	Ditto,	20	Pres.,	December,	1861
GIRLS' SCHOOL.					
Mary L. Caldwell,	Principal,	25	Pres.,	February,	1860
Rosanna McLaughlin,	Assistant,	20	R.C.,	October,	1861
Mary J. Hanson,	Workmistress,	27	Pres.,	June,	1852
Mary A. Jenkins,	Monitress,	17	E.C.,	February,	1860
Eliza Weir,	Ditto,	19	Pres.,	October,	1860
Margaret M. Johnston,	Ditto,	20	Pres.,	February,	1861
Jane Robinson,	Ditto,	15	E.C.,	May,	1861
Mary McAtamney,	Ditto,	16	R.C.,	May,	1861
Eliza A. Kerr,	Ditto,	17	Pres.,	July,	1861
Mary Lynd,	Ditto,	16	Pres.,	October,	1861
Annie Kerr,	Ditto,	17	Pres.,	October,	1861
INFANT SCHOOL.					
Catherine McCormac,	Principal,	27	R.C.,	February,	1860

No changes have taken place in any of the schools during the past year, except the retirement of six pupil-teachers, whose period of service had expired. Three of these were appointed to National Schools, and three

The following is a programme of the examination :—

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Time.	Department.	Division.	Subject.	Examiner.	Reports on District and Minor Model Schools.
11 to 11 30	Girls.	Junior.	Local Geography.	Miss M'Atamney.	Coleraine.
11 30 to 12	Boys.	Junior.	Tables and Mental Arithmetic.	Miss M'Laughlin.	
12 to 12 30	Infants.		Reading and Geography.	Mr. Feehan.	
12 30 to 1			Parsing and Arithmetic.	Mr. Johnston.	
1 to 1 45			Reading and Spelling.	Miss M'Cormac.	
1 45 to 2 30	Boys.	Senior.	Geography, Arithmetic, and Singing.	Miss M'Cormac.	
			Band and Singing.	Mr. Feehan.	
			Reading and Parsing.	Mr. Johnston.	
			Arithmetic, Mensuration, and Geography.	Miss Caldwell.	
			Reading, Arithmetic, Dictation.	Miss M'Laughlin.	
			Mathematical Geography.	Miss Weir.	
			Lesson Books.	Mr. Feehan.	
2 30 to 3	Boys.	Senior.	Physical Science and Drawing.	Mr. Feehan.	
3 to 3 30			Band and Singing.	Mr. Feehan.	
3 30 to 4			Distribution of Premiums.	Mr. Feehan.	

As on former occasions, the examination of the pupils was confided to the teachers of the different departments, in order that the public might have an opportunity of witnessing their method of teaching and examining.

We remain, Gentlemen, your obedient servants,

J. G. FLEMING, Head Inspector.

THOMAS M'ILROY, District Inspector.

The Secretaries, Education Office.

No. 24.—ANNUAL REPORT for the year 1862, upon the NEWTOWN-STEWART MINOR MODEL SCHOOL, by J. G. FLEMING, Esq., Head Inspector. Newtown-stewart.

Londonderry, June 22, 1863.

GENTLEMEN,—I beg to submit, for the information of the Commissioners, my annual report on the Newtownstewart Minor Model School.

My observations will mainly have reference to the proficiency of the pupils, the state of the classes, the course of instruction, and the general working of the several departments of the school. It will be unnecessary for me to describe the buildings, material appointments, and arrangements for conducting the business of the school, as those points have been mentioned in detail by my predecessor, Mr. Hunter. It remains for me to convey correct impressions of the teachers' worth and public usefulness, as evidenced by the amount of success which has resulted from their method of instruction, and this I shall most effectually do by giving a minute return of the answering of their pupils, examined by me and the District Inspector, Mr. Craig, in September last.

Before entering upon this, the main subject of my report, I feel it my duty to direct attention to some defects in the school buildings, which I hope to see remedied before the end of the current year. In the first place, there is but one class-room, which is used alternately by the principal or assistant-teacher of the boys' and girls' schools. It communicates with the former by means of a cross-door, which, even when closed, does not prevent the sound of the children's voices and the noise unavoidably attending the different changes of classes from being heard, with painful distinctness, in the adjoining school-room. Another, and still greater inconvenience results from this arrangement—it leaves the teachers only the occasional use of a class-room, although, owing to the numerous subjects (including Drawing, Music, and Physical Science) which comprise the course of instruction, the principal teachers cannot effectively perform

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their duties unless separate class-rooms are left at their sole and entire disposal. This observation does not apply to the infants' school-room, which is provided with suitable play-ground and an excellent gallery—the latter, under existing circumstances, obviating the necessity for a separate class-room. The sheds recently provided for the use of the children when in the play-grounds protect them effectually from the inclemency of the weather, and otherwise contribute to their ease and comfort.

In the annexed Tables will be found the usual information, specifying the character of the pupils' attendance, the rates of payment at which they are enrolled, and their classification according to the subjects studied, at date of the public examination:—

Number on the Rolls for week ended 9th September, 1862:—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	29	30	8	67
At 2s. 6d. do.,	18	16	23	57
At 1s. or 1s. 1d. do.,	12	12	20	44
Total on the Rolls,	59	58	51	168

	Boys.	Girls.	Infants.	Total.
Average daily attendance for the week ended 9th September, 1862,	54·7	53·5	50·6	158·8
Ditto for the corresponding week of last year,	48·8	52·3	51·	152·1

Literary Classification of the Pupils on Rolls:—

Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.
Lesson Books:				Arithmetic—continued:			
Book I.,	—	—	41	Compound Rules,	13	20	—
„ II.,	19	14	10	Proportion,	12	12	—
Sequels,	13	20	—	Practice, Interest, &c.,	15	12	—
Book III.,	12	12	—	Mental,	59	58	10
„ IV.,	7	12	—	Writing:			
„ V.,	8	—	—	On Slates only,	—	—	41
Totals,	59	58	51	On Paper,	59	58	10
Scripture Lessons,	40	44	—	From Dictation,	59	58	10
Sacred Poetry,	—	58	—	Branches for Females:			
Grammar:				Sewing,	—	20	—
Parts of Speech only,	32	34	10	Knitting,	—	12	—
Parsing and Syntax,	27	24	—	Netting,	—	10	—
Derivations,	40	24	—	Embroidery,	—	6	—
Composition,	59	24	—	Cutting-out,	—	18	—
Geography:				Extra Branches:			
Lessons on Maps only,	—	—	41	British Poets,	40	24	—
From Text Books:				Mensuration,	10	—	—
Local,	59	58	10	Geometry,	27	—	—
Mathematical and Phy- sical,	27	24	—	Algebra,	5	—	—
Arithmetic:				Book-keeping,	4	—	—
Tables only,	—	—	41	Reasoning,	15	—	—
Simple Rules,	19	14	10	Music,	—	58	51
				Drawing,	59	32	51
				Physical and Applied			
				Science,	27	—	—
				Languages,	13	8	—

Boys' School.—The branches of study and the methods adopted in teaching them are in all respects the same as in the larger Model Schools. The word *minor*, as applied to the Newtownstewart Model School, has reference solely to the extent of the ground and buildings, not to the character of the instruction imparted—which, both as regards amount and quality, is quite equal to that given in any other Model School in Ireland.

In fact peculiar advantages, not available to the pupils of other Model Schools, are open to the advanced classes of this minor establishment. French and Latin are taught after the ordinary school hours (10 till 3). These useful branches have been introduced by way of experiment and at the earnest suggestion of Rev. Dr. MacIvor, an eminent educationist, who takes a deep interest in everything calculated to improve and extend education in this country. Hitherto these additional subjects have been taught by Mr. Mitchell, the principal master of the boys' school, without entailing on the Commissioners the expense of a single shilling. It is, however, my duty to add that public opinion in Tyrone, and generally speaking, throughout the north of Ireland is strongly in favour of awarding special salaries to teachers of Classics and French in the District Model Schools. It is, of course, quite beyond my province to enter upon the discussion of so momentous a topic, which has, I understand, already engaged the attention of the Commissioners. It will suffice to add that the substantial, practical instruction which can be had at a trifling cost in every good National School, has, except in large towns, wholly suppressed schools for instruction in Classics and Modern Languages. There are, of course, still some few parents who can afford and are desirous to give their sons a classical education, but the number is small and quite inadequate to support a separate teacher who can no longer count upon the numerous roll of *English* pupils to supplement his slender income. The result, of course, is that farmers, traders, and others of the middle class, desirous to prepare their sons for college, cannot carry out their intention without adding to the ordinary school expenses the cost of maintenance in some distant town or city. Thus the opportunity of clever lads to make their way in the world fails them in the very commencement of their career. I here beg to refer to a very curious fact which supports and illustrates the views just expressed. During the first half of the present century a considerable number of talented young men, all in humble circumstances, and principally natives of the parish in which the Newtownstewart Model School is situated, gained, step by step, through their own praiseworthy exertions, high positions in the service of their country both at home and abroad. Similar opportunities, I regret to add, no longer exist for their less fortunate successors in the humbler walks of life. At the same time, although a classical education is for them and others similarly circumstanced no longer easy of access, still the admirable course of instruction in English, Science, and Drawing, available to persons of every creed and class attending the Newtownstewart Model School, compensates to a very great extent for the absence of other advantages, which may be ranked with what are usually styled accomplishments. It may be added that most situations now open to competition in the Civil Service can be filled by persons who never received an hour's instruction in classics. Before closing this portion of my report, it becomes my pleasing duty to state that Mr. Mitchell, principal teacher in the boys' school, has justly earned a very high character for ability, intelligence, and zeal. His course and method of instruction are, as far as they go, solid, full, and searching. In energy, zeal, and strict attention to duty he is not, I believe, surpassed by any other teacher in the service of the Board.

The school arrangements remain unchanged, simply because they have been found by the teachers to work satisfactorily, and they, from their undoubted qualifications and lengthened experience in the practical details of education, are the best judges of what I shall style the material arrangements of their respective schools. I ever acted upon this common-sense principle, during the three years I had charge of District Model Schools in the south-eastern counties of Ireland; and, unless for urgent

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reasons, which I do not, however, anticipate, I shall not depart from it in the management of the five important Model Schools now placed under my general supervision. I may here mention that the District Inspectors now associated with me concur in the opinion, and *act upon it*, that good teachers, that is, successful teachers, who often under a very plain exterior render valuable service to the true interests of education, should be left as much as possible to their own methods and devices. Such persons know their duties and perform them thoroughly and efficiently; they are consequently inclined (not without some show of reason) to regard with mistrust and dissatisfaction frivolous alterations of very doubtful utility in the routine and general arrangements of their schools. This they may conclude as emanating from the promptings of a silly vanity which induces some men to disturb rules and ordinances simply because they have been sanctioned by others, not because substantial grounds for change of any kind really exist.

Girls' School.—The most satisfactory results have been attained through the energy, perseverance, and skill of the principal teacher, Miss M'Alister. Her school is quite a model, which the teachers of the district will do well to study and imitate as far as the circumstances of their situations permit. The discipline to which her pupils are subjected is strict without being severe. It closely resembles that which exists in social life, having reference mainly to the good opinion of those with whom we are connected in the performance of common duties. Corporal punishment, I need hardly add, is wholly unknown as a means of enforcing order and obedience in her school.

I cannot speak too favourably of the proficiency of Miss M'Alister's pupils in every branch specified in their programme or prescribed course of study. This clearly appears from the annexed Table, in which the answering of 150 pupils examined by me and the District Inspector, Mr. Craig, are correctly detailed. Our examination was very minute and searching, and extended over a period of three days, during which all the pupils in the school were carefully tested in the subjects which they had been studying during the year:—

	Boys.	Girls.	Infants.
Able to read correctly Second Book <i>only</i> ,	30	26	4
Third or higher Books with ease and intelligence,	21	20	—
Acquainted with Parts of Speech <i>only</i> ,	22	18	—
Able to Parse,	19	11	—
Acquainted with the Prefixes and Affixes,	12	9	—
Map of the World <i>only</i> ,	17	20	16
Maps of Europe and Ireland,	21	19	—
General Course,	15	10	—
Able to set down numbers to 5 places of figures,	16	21	—
7	38	25	—
Able to work correctly and readily a sum in Simple Subtraction,	26	22	—
Division of Money,	15	12	—
Able to state and solve with readiness and correctness questions in Proportion or Practice,	24	16	—
Able to write fairly,	20	18	—
a good hand with ease and freedom,	13	11	—
a sentence with tolerable accuracy,	26	19	—
with ease and accuracy,	10	9	—
Singing,	50	46	48
Sewing and plain work,	—	20	—
Knitting,	—	12	—
Embroidery, &c.,	—	16	—
Cutting-out,	—	18	—

It was occasionally a somewhat difficult task to decide between the merits of the competing pupils, so close and equal was their answering. In such cases, the person who had secured the highest average number of marks for superior answering on home lessons during the year secured the highest premium.

The public examination, which was most numerous attended by the friends of education residing in Newtownstewart and surrounding districts, was held in the girls' school-room. It was quite inadequate, however, to accommodate the large assemblage anxious to witness the proceedings of the day, so that many persons failed to get beyond the school-room door. This, among other circumstances to which I might refer, affords gratifying proof of the deep interest which the public take in the welfare of the school. The principal and assistant teachers examined a class in turn on those subjects which were assigned them by the Inspectors, a specified time having been previously allotted for each subject. The answering of the pupils displayed great intelligence and a thorough acquaintance with the branches of a sound English education, while the series of questions proposed by the teachers evinced on their part a facility in eliciting information and an amount of experience in cultivating the minds of children which cannot fail to exercise a lasting and beneficial influence on their future career in life. Numerous specimens of plain and fancy needlework executed by the pupils were submitted to the inspection of the visitors, and justly elicited universal commendation. Special attention has been devoted to plain work, as it greatly exceeds in usefulness the more ornamental branches. The ample supply of sewing materials, at reduced rates, now at the command of the teachers, has given considerable impetus to this most essential branch of female education and domestic economy.

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I remain, Gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, Education Office.

APPENDIX C.

GENERAL REPORTS OF HEAD INSPECTORS ON SCHOOLS INSPECTED AND TEACHERS EXAMINED, DURING THE YEAR 1862.

Appendix C.

Head In-
spectors'
Reports on
Schools In-
spected and
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Examined.

The Commissioners, while publishing the General Reports of their Head Inspectors, desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in those Reports, nor do they feel called upon to adopt any suggestions they may contain.

Dr. Newell.

NO. 1.—GENERAL REPORT for year 1862, by W. H. NEWELL, Esq.,
LL.D., T.C.D., Head Inspector.

February, 1863.

GENTLEMEN,—I have the honour to submit to you, for the consideration of the Commissioners of National Education, my general report for the year 1862. This report I have drawn up in accordance with the terms of the second paragraph of your circular of the 14th ultimo. This paragraph runs thus:—"The Head Inspector's General Report is to consist of a brief statement of the results of his inspection of the schools visited during the year, and of the examination of teachers held throughout the same period, together with such observations and reflections as the facts recorded shall seem to warrant, and such practical recommendations for the correction of defects as experience may suggest."

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Head In-
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During the past year I was off duty for a longer period than in any year since I joined the Board's service, but by extra exertion I completed all the business, ordinary and special, of my office before the 20th December. The incidental work of the year was unusually large. As in 1861, I undertook in the past year, also, the annual examination of the Royal Hibernian Military School.

The ordinary business of a Head Inspector may be arranged under three heads, namely, the inspection of schools, the examination and classification of teachers and of paid monitors, and the superintendence of Model Schools. There are of course, very many duties outside these ordinary ones, but yet connected with them, or arising out of them. For instance, the holding of special inquiries, some of which are so serious in their results as to affect the official existence even of Inspectors. Again, the training of newly appointed Inspectors. In the year just closed, newly appointed Sub-Inspectors were sent out with me on three different occasions, in order to make themselves acquainted with the practical inspection of schools. This latter duty occupied me one month. Every year the time available for the inspection of schools is with me becoming less, and the incidental and extra duties are becoming more frequent and onerous. Indeed, if I had not made it a practice to dispose of much of my official correspondence in the mornings and evenings, I could not have visited as many schools as I did visit. The travelling, and the actual time spent in each school, ordinary and model, and the examinations of teachers, afford in themselves, without any other duty, quite as much occupation as the majority of officials are called upon to perform. I wish to say a few words on this subject, because the nature and extent of the duties performed by Head Inspectors are very imperfectly understood by persons not directly connected with National Education in Ireland. The duties of the District Inspectors, too, are of a most laborious and irksome character, and should their services not be better remunerated by the State, I apprehend that a superior class of men will not be found ready to compete for future vacancies.

The objects of inspection by a Head Inspector, appear to me twofold : *first*, to ascertain the condition of the schools absolutely as to their state of efficiency and usefulness ; and *secondly*, to see how far the influence of the District and Sub-Inspectors is beneficially exercised in advancing the interests of the schools. It is seldom possible for a Head Inspector to contrast the condition of a school in one year, with its condition in the year immediately preceding, because he seldom visits the same school in two consecutive years. I try to see as many different schools as possible, because the greater number of schools one inspects, the more complete will be one's induction as to the state of National Education ; and, further, because I know that the teachers attach great importance to the visit of a Head Inspector. It would not be possible for me to visit and transmit reports upon all the National Schools in my circuit in less than five years, even could I devote my time regularly to this duty. There are in the circuit upwards of 900 National Schools ; of these I visited, since 1856, 545 ; but several I have seen twice, and not a few three times, or even oftener. The Schools of which the teachers are in receipt of good service salary are necessarily visited by me more frequently than any other ; and bad schools are often visited, merely because they are bad. In 1862, I transmitted reports upon 178 National Schools. About twenty of these schools were visited by direction of the Commissioners, and the rest in the ordinary course of business. The greatest number of schools visited in any district was thirty-three, and the least twelve.

I propose to classify these 178 schools under a few heads, and to say briefly what inferences may be drawn from another year's experience.

The 178 schools may be classed, as to the condition of the buildings and the suitability of the school-rooms, under the following four heads :—

Good.	Fair.	Bad.	Unsuitable.	Total.
81	62	27	8	178

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Head In-
spectors' Reports on
Schools In-
spected and
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Dr. Newell.

It often happens that a house and school-rooms are good, but the external premises very unsuitable. Few managers take any trouble to have the premises well kept, and the teachers hold themselves responsible for the appearance of the school-rooms only. The consequence is, that the enclosing walls are often dilapidated, and the grounds neglected and exposed to every kind of trespass and nuisance. This is an abuse that inspection is too often powerless to remedy. Some improvement is, however, visible every year in the appearance of the school-houses and premises; but in the rural districts of the West, and even in some villages, the houses and fittings-up are only tolerated, because, if not tolerated, the children would have no schools.

In the next table I have classified the 178 schools according to the state of the proficiency of the classes, and to the amount of instruction imparted, no regard being had to the rank of the teachers in charge.

Good.	Fair.	Bad.	Inoperative.	Total.
80	68	14	16	178

It is necessary to explain what meanings I attach to the words *good*, *fair*, and *bad*, to make them perfectly intelligible.

By a *good* school I mean a school in which the amount of instruction set forth in the school programme is judiciously and soundly imparted; in which the progress made by the pupils is generally satisfactory, when compared with their years, and with the periods of their attendance; and in which the order, discipline, and moral tone of the school present nothing decidedly faulty. In a school deserving this character, the Fourth Book of Lessons should be used, and the pupils should read this book with ease and intelligence. A fair proportion, say 75 per cent., should read and spell well in their respective classes; the advanced classes, third and fourth, should write easy sentences from dictation, with correct orthography. Each class should know arithmetic, at least well enough to satisfy the conditions of the school-programme; and in geography and grammar, the information should be in keeping with this standard also. In penmanship, I cannot regard all the schools set down under this heading as *good*. There is no branch in which it is so difficult to obtain uniform and satisfactory results, and there is no branch so much neglected in the schools. I have, in previous general reports and in special communications, referred to this subject, and suggested measures for improving the handwriting of the children of the rising generation. It is the only branch of National Education in which marked progress has not been made, or in which the pupil has not been aided by improved appliances.

Under the heading *fair*, there may be a few schools in which the actual amount of instruction imparted was equal to that given in the schools classed as *good*, but in these few schools the training or discipline was deficient. In most of them, all the conditions of the school programme were not fulfilled, the instruction in some of the prescribed branches being defective in different degrees. I can, perhaps, best explain what I mean by *fair*, by saying that were these schools to be aided according to the plan pursued in England, the managers would receive a reduced grant.

Under the heading *bad*, are included schools which are, in my opinion,

Appendix C. not deserving of aid from the public funds. These fourteen schools would not receive any assistance towards payment of the teachers' salaries, if the payment were wholly contingent upon the proficiency of the classes. Yet among these schools were two very large schools, with an average attendance of one hundred children daily in each, while one of them was conducted by a first-class teacher.

Head Inspectors' Reports on Schools Inspected and Teachers Examined. As to the second object of a Head Inspector's visit to schools, namely, the supervision and checking of the work performed by the District and Sub-Inspectors, it is not necessary that I should enlarge upon this subject, having last year referred to it very fully. The very name, Head Inspector, shows that the office has some relation to that of Inspectors of a lower rank; and the Commissioners require that the Head Inspector should state fully under several heads the manner in which each District and each Sub-Inspector discharges his duty. The same duties have to be discharged by all, but the manner of discharging them varies immensely. Within a certain limit this diversity of procedure has its advantages; but there is one detail of inspection that should occupy the time and attention of every Inspector more than another, namely, the examination of the pupils, and the careful registration of their proficiency. In some cases the remarks in the observation books did not satisfy me that the classes had been carefully examined. In these instances I addressed official instructions to the Inspectors in charge. I hold that no one has so good an opportunity of estimating the value of the services of a District Inspector as the Head Inspector who reviews his work. An Inspector may make a very creditable appearance on paper, and yet be only an indifferent labourer in the schools; he may even write essays on education, and be practically a useless Inspector. But the official who exerts himself judiciously in the schools, stimulates and encourages the teachers, has the deserving ones rewarded, and the negligent censured, and who combats successfully local difficulties, advancing National Education by his exertions and his example, comes directly under the notice of the Head Inspector. I entertain a high opinion of the District and Sub-Inspectors generally, and I have every year ventured to state that they are the hardest worked and the worst paid members of the Civil Service; but I believe that an active supervision of the work performed by them is highly beneficial to the interests of the schools, and I regard this supervision as the most important function of a Head Inspector's office. Of the ten districts in my charge, I visit the schools of the one in which I reside, and of the two conterminous districts from time to time as opportunities arise, because I can return from most of the schools in these districts on the day of my visit. In the outlying districts I remain for a week at a time, or perhaps for a fortnight. During the past year I visited each district, except one, at least at four different periods. The number of schools inspected in each varied from twelve to twenty-five, except in one district in which, for special reasons, I inspected thirty-three schools.

It has been suggested that two inspections yearly, with frequent incidental visits, would be a better arrangement than the present arrangement, which requires three inspections of each school, but leaves it entirely optional with the District Inspectors to make incidental visits or not.

One hundred and fifty-eight male teachers presented themselves at the written examination in Easter week, namely, eighty-six probationers and seventy-two classed teachers. Of the eighty-six probationers, only forty-nine were recalled to the oral examination, and of these, forty were promoted, six left stationary, and three dismissed. Of the forty teachers promoted, twenty-three obtained one step, sixteen two steps, and one three steps of promotion. Thirty-four probationers were excluded from attending the oral examination, by the insufficiency of their written exercises

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and three left the service. In one district, at least, due caution had not been exercised in admitting candidates to the position of probationer. But there will be a difficulty in securing the services of qualified teachers, so long as the programme of examination for probationers is so easily mastered. The managers readily find young persons eligible as probationers, who are really not fit for the office of a National teacher. The system of National Education has been thirty years in existence, and I believe there is no longer any necessity for admitting to the service badly prepared and unsuitable probationers. The standard of qualification should be raised, and a rule to this effect would elevate the condition of the schools more perhaps than any one measure the Commissioners could adopt. It would prevent schools from continuing for one or two years in charge of men badly qualified, or wholly unfit for the office of National teacher. I have dwelt on this point in former reports, and further experience has convinced me that some change in the conditions upon which persons are admitted to the office of National teacher is necessary. Thousands of children are intrusted yearly to a set of young teachers, not competent to give instruction in the Third Book of Lessons, according to the terms of the school programme. If the literary standard for probationers is not to be raised, at least let the Inspector be directed to state whether or not he considers the candidate able to instruct a class in the Third Book of Lessons, or in the Fourth Book, if there be a fourth class in the school at the time of the candidate's taking charge. Pupils should not be put back, or depressed to meet the convenience of a candidate, so that a person eligible as a probationer in one school might happen to be ineligible in another.

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Classed teachers, who are candidates for promotion, can only be admitted to the written examination on condition that their schools are in an entirely satisfactory state. Forty-eight third class teachers were admitted in 1862, but of these only twelve, or one in four, were recalled to the oral examination, and only eight, or one in six, succeeded in obtaining promotion. It is now pretty well established that only a small per-centage of the third and second class teachers will ever succeed to a higher rank than they at present hold. Many of the stationary teachers are hard-working useful servants, quite as useful as some teachers of higher standing. Their labours should, therefore, be rewarded, and how this could be done I have explained in another part of this report. The next table sets forth the number of each class examined in the past year:—

	At Written Examination.	Recalled to Oral Examination.	Promoted.	Stationary.	Dismissed.
Probationers, . . .	86	49	40	6	3
III ² ., . . .	26	9	5	4	—
III ¹ ., . . .	22	3	3	—	—
II ² ., . . .	10	4	4	—	—
II ¹ ., . . .	9	3	3	—	—
I ³ ., . . .	3	—	—	—	—
I ⁴ ., . . .	2	—	—	—	—

Only fifty-five female teachers presented themselves for examination this year, of whom forty-two were probationers and thirteen classed teachers. The next table gives the particulars of their classification.

	Present.	Promoted.	Stationary.	Dismissed.
Probationers, . . .	42	24	13	5
III ² ., . . .	5	3	2	—
III ¹ ., . . .	5	2	3	—
II ² ., . . .	3	—	3	—

Of the twenty-four probationers promoted, nineteen got one step, four two steps, and one three steps of promotion. The examinations were held earlier in 1862 than in any former year, which circumstance, to

Appendix C. some extent, accounts for the small number of classed teachers that came forward for promotion.

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The examinations of the 158 male, and of the fifty-five female teachers, took place at ten different centres, and occupied altogether thirty-two days, or a little more than three days for each school district.

There were 245 paid monitors examined in the ten school districts under my head inspection during the first week of October, 86 males and 159 females. In each district there were two days devoted to the examination of the males, and two to that of the females. These examinations have become very onerous in some districts. In at least two of the districts connected with me, three days should, in future, be devoted to the examination of the paid monitresses, one to the written, and two to the oral examination. I had myself to conduct the oral examination this year in the South Dublin district, owing to the absence of the District Inspector. There were thirty-two monitresses present; I examined them in three drafts, and with great difficulty did I conclude the examination of the third draft before night. It would not have been possible to complete the examination on all the subjects of the oral examination within one day; but I had, on the first day, heard each monitress read and parse, and answer in etymology. The examination on these three subjects occupied me for five hours of broken periods, between nine and five o'clock. The rest of the time my attention was directed to the conduct of the written examination, which I had to superintend while actually engaged in listening to the reading and parsing. Some inconvenience, and possibly some abuses, arose from this divided attention. I certainly should never again attempt to dispose of the examination of so many monitresses in two days, examining each monitress specially. Two District Inspectors have informed me that they found the oral examination too onerous a task to be completed satisfactorily in one day. There are, I apprehend, several districts in Ireland in which two days will, next year, have to be devoted to the oral examination, which should be held in August, when the days are long, and the weather generally fine, and not in October, when the days are growing short, and the weather is often severe. I also think that the monitors should be examined in one week, and the monitresses in the next week, and not both sexes in the same week, as at present. The days of examination should be Tuesday, Wednesday, and Thursday, in each week. I consider August the most eligible season, because the majority of the ordinary National Schools, and nearly all, if not all, the Convent National Schools, take vacation in this month. In my circuit more than half the paid monitresses are furnished by Convent National Schools. Again, the Model Schools, or other establishments at which paid monitors assemble for examination, are generally closed in August. There is another reason, too, for having the examination in August. Each Inspector is required to complete the inspection of all the schools in his district within a term of four months, or three times in each year. The ordinary inspection is interrupted in the first term by the holidays at Easter, and by the examination of the male teachers; and in the third term by the examination of paid monitors and by the Christmas holidays. It is in the third term, too, that the public examinations of Model Schools generally take place; but in the second term, in which the month of August is included, no extra official duty necessarily arises to disturb the ordinary routine of inspection. It is true that many of the schools are closed during this month for vacation, but more than enough are in operation in each district to keep the Inspector actively employed. To the Inspectors, then, it would be most convenient, for the despatch of public business, to have the annual examination of the paid monitors held in the second term of four months, or in August.

I have arranged in the next table the number of paid monitors present, according to their year of service, setting forth also the number in each year that entitled their instructors to gratuities.

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Year of Service.	MALES.			FEMALES.		
	Present.	Gratuities awarded.	Per-centage.	Present.	Gratuities awarded.	Per-centage.
First, . . .	39	19	48·7	56	24	42·8
Second, . . .	18	8	44·4	44	20	43·2
Third, . . .	18	11	51·1	33	23	69·7
Fourth, . . .	4	1	25·	16	9	56·2
Fifth, . . .	7	2	28·5	10	8	80·
Total, . . .	86	41	47·6	159	84	52·8

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In six cases gratuities were not awarded, because no instruction was imparted to the monitors by the teachers before or after school-hours ; and in eight cases, because the condition of the schools was unsatisfactory, although in these fourteen cases the answering of the monitors was good. Deducting these fourteen cases from the whole number examined, there were 106, or 44·1 per cent. of the paid monitors examined who answered poorly or insufficiently. Of these, two males and three females were dismissed, and eleven males and eleven females were admonished. Seventy-nine of the unsuccessful ones escaped without positive official censure. It is, however, certain, that most of these were badly instructed, or were neglected altogether by their respective teachers, while in many of the successful cases the superior answering was the consequence of the paid monitors' own unaided exertions rather than the result of instruction from their teachers. I know that parents have declined to accept the office of paid monitor for their sons or daughters, being aware that their instruction is not duly attended to by the teachers. This neglect is more common in boys' than in girls' schools. Few teachers of either sex acknowledge the extent or the value of the services of a paid monitor, while many teachers consider these services dearly purchased at the expense of an extra hour's confinement. The additional labour imposed upon the teacher does not appear to him to be proportionably remunerated by the possible contingency, or even probability, of a small gratuity at the end of the year. Most teachers are induced to attend to the instruction of their monitors rather from a sense of duty, or from a dread of incurring the displeasure of the Inspectors, than from any incentive to labour supplied by the promise of a gratuity.

The number of paid monitors examined in 1862 who had attained to a fourth year of service was only twenty, of whom sixteen were females. Of this number only one male and nine females answered well on the prescribed course. Small as is the number of paid monitors attaining to a service of four years, there is a difficulty of making provision for them in the Board's service as teachers. In some cases salaries have been granted to paid monitors for a fifth year, but this indulgence should be sparingly conceded, or a fifth year's course of study with an increased rate of salary should be awarded. If paid monitors are to be retained for a fifth year without being subjected to special examination, they will most probably become indifferent to study and self-improvement. The paid monitors are generally desirous of gaining admission to some of the District Model Schools as pupil teachers, but many of those whose literary attainments are sufficient, are not in other respects eligible. Latterly too many managers exert their influence to prevent paid monitors from becoming pupil teachers, owing to the hostility of the Roman Catholic

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Bishops to the Model Schools. So far, however, there has been no difficulty in procuring eligible lads. As to finding employment for the paid monitors now in the service as teachers of National Schools, even should only one-fourth of the whole number remain to complete the last year of their office, there is no possibility of such a result. The number of vacancies for teachers that occurs in my circuit does not, on the average, exceed forty, *i.e.*, in a circuit extending over one-sixth of the whole kingdom; and, at least, half of these vacancies are bestowed by the managers on persons of their own selection, who, perhaps, never received any preliminary education to qualify them for the office of teacher. There are now upwards of 3,000 paid monitors in the service; to retain the services of one-fourth of these at the completion of their fourth year would require 750 vacancies.

The answering of the paid monitors in my circuit in 1862 shows an improvement when compared with their answering in 1861. In the latter year only 32·8 per cent. secured gratuities to their instructors. In 1862 the numbers rose to 44·1 per cent.

Of the Model Schools I need not here speak at any length, as I have forwarded a special report upon each of the four Model Schools under my superintendence. The opposition of the Roman Catholic Bishops has assumed a most decided character in some dioceses. At Galway and Parsonstown the Model Schools have been openly denounced as dangerous to the faith of Roman Catholic children. The number of Roman Catholic pupils attending the Galway Model School fell in one month from 302 to 103. The usefulness of this school, once so heartily supported by all classes, and especially by Roman Catholics, has been sadly impaired. If this and other Model Schools should fail to secure the attendance of Roman Catholic children as heretofore, it will be no proof that the course and system of instruction, nor that the rules of these schools, have undergone any change. No change whatever has taken place in the principles or in the practice, while the extent and quality of the instruction grow every year more satisfactory, I feel that this opposition to the Model Schools from so influential a quarter is a decided blow to mixed education, because mixed education was more general in these than in any other National Schools, while Model Schools, being under the management of the Commissioners themselves, acted directly and usefully upon the ordinary National Schools in many salutary ways. As it is certain that in no class of schools do greater facilities or securities exist than in Model Schools for the religious instruction of children of different religious denominations, I do not apprehend that these schools will be abandoned by the laity unless under pressure of a very extreme kind.

The practice of holding public examinations yearly at each Model School continues to be attended with useful results. It is chiefly through the medium of these annual exhibitions that the parents measure the progress of their children.

There does not appear to be any intention at present of attaching libraries to National Schools in towns or in rural districts centrally situated. Such a step is, however, in my opinion, very desirable. A small library containing books of travel and biographies, popular treatises on physical science and agriculture, might be attached to three or four schools in each district. In some small districts two libraries would be sufficient. The books could be issued by the teachers to all boys and girls capable of reading the Fourth Book of Lessons, on payment of one penny per week. The teacher's knowledge of the pupil would be ample security for the safety of the borrowed book, but the rules of each library might be so framed as to enable the teacher to recover the price of the book if lost. The one penny per week would remu-

nerate the teacher for issuing the books, and it would be his interest to circulate them as largely as possible. An outlay of £1,800 would furnish the required number of libraries with books—each library of the two, three, or four in one district, to contain different works, which could be exchanged at the end of each twelve months, so that there would be a succession of new books for three years. The issue of books from these libraries would supplement the school instruction, and would assist most powerfully in forming the character and habits of the adolescent class that cannot attend day-schools and have no profitable employment for their leisure evening hours. The numbers that would avail themselves of these libraries would, I believe, be reckoned by tens of thousands.

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I have the honour to be your very obedient servant,

W. H. NEWELL.

The Secretaries, &c., &c.

NO. 2.—GENERAL REPORT for the year 1862, by JOHN E. SHERIDAN, Esq., Head Inspector.

John E. Sheridan, esq.

March, 1863.

GENTLEMEN,—1. I have the honour to submit for the information of the Commissioners of National Education this my General Report for the year 1862.

In your circular of the 14th of January last it is suggested that the Head Inspector's General Report should in future be a brief one. I hope you will find that I have conformed to your wishes on this point. To enable me to do so, I have limited myself in this Report to laying before the Commissioners, as suggested in your circular, "a brief statement of the results of my inspection of the schools visited by me during the year."

2. In the course of the year 1862 I visited 190 schools, some in each of the ten districts under my superintendence. Of these 190 schools 53 were visited incidentally, and only partially examined, the object of my visits to them being to ascertain whether the school-houses were in good repair, the schools in operation, and the teachers punctual in their attendance—the school-rooms and pupils clean and orderly, the school business proceeding in accordance with the time table, the school accounts satisfactorily kept, and the schools well supplied with requisites.

The remaining 137 schools were fully inspected—that is to say, I examined each class carefully in the subjects prescribed for it in the school programme, and made myself acquainted not only with the actual condition of each school, but also, as far as the school records enabled me to do so, with the results of the working of the school during the twelve months previous to the date of my visit.

3. The number of schools fully inspected by me last year was greater than the number inspected by me in any previous year since I had the honour to be appointed to the office of Head Inspector. Thus—

In 1858, I inspected 64 Schools.		
„ 1859,	„	95 „
„ 1860,	„	104 „
„ 1861,	„	130 „
„ 1862,	„	137 „

I do not expect that I shall be able to examine fully much more than the last-mentioned number of schools in any year, while the Head Inspector's duties remain what they are. I am of opinion, indeed, that these duties might be advantageously modified in several respects; but still I

Appendix C. do not think that in any case it will be possible for a Head Inspector to inspect fully more than 150 schools in a year.

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pectors' 4. Of the 137 schools inspected in 1862, 52 were boys' schools; 53, girls' schools; and the remaining 32 were attended by both boys and girls.

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Examined. Again, of the same number, 16 were conducted by first-class teachers; 40, by second-class teachers; 65, by third-class teachers; and 16, by probationers.

John E.
Sheridan,
esq.

I mention these facts to show that the 137 schools inspected by me form a very fair sample of the general run of ordinary town and rural schools in the group of districts under my charge.

5. The aggregate average number of pupils on the rolls of these schools for the twelve months preceding my visits was 12,069, being an average of 88 in each school.

The average daily attendance for the same period was 6,713, being an average of 49 in each school.

The centesimal proportion of the aggregate average daily attendance to the aggregate average on rolls was 55.6.

The aggregate number on rolls at the dates of my inspections was 12,073, giving an average of 88 for each school; while the aggregate number of pupils found present on the occasions of my visits was 6,204, which gives an average of 45 for each school. The centesimal proportion of the aggregate number present to the aggregate number on rolls at the time of inspection was 51.4.

The number on rolls and the number found in attendance agree respectively with the average number on rolls and the average daily attendance so very closely as to furnish satisfactory proof that the schools generally were in their ordinary or normal state when visited by me.

6. Of the aggregate number of pupils—viz. 12,073—whose names were on the rolls at the time of my inspection—

59.3	per cent.	were in the Junior Divisions.
18.4	"	Middle "
22.3	"	Senior "

By "*Junior Division*" is meant the two lowest classes in a school, viz., the First and Second. The Sequel Classes constitute the "*Middle Division*;" and the Third, Fourth, and Fifth Classes, the "*Senior Division*."

In 1861 the corresponding per-centages were—

59.9	per cent.	in Junior Division.
18.8	"	Middle "
21.3	"	Senior "

These per-centages, while they vary but little in the aggregate of my schools from year to year, vary somewhat, but not at all as strikingly as might be expected, according to the class of the teachers conducting the schools. Thus, as regards the 137 schools inspected in 1862, the centesimal proportion of pupils in the *Senior Division* was:—

In 16 First-class Teachers' Schools,		27.1
In 40 Second-class Teachers' Schools,		25.3
In 65 Third-class Teachers' Schools,		19.6
In 16 Probationers' Schools,		19.

7. Of the aggregate number of pupils—viz. 6,204—who were actually present in the schools when visited by me—

57.7	per cent.	were in the Junior Divisions.
19.2	"	Middle "
23.1	"	Senior "

These per-centages approximate very closely to the corresponding ones given in the preceding section, and consequently furnish additional evidence that the schools generally were found by me in their ordinary state.

8. By examining the Roll-Books of the 137 schools, I found that the aggregate number of *promotions from class to class* which had taken place in them within the twelve months preceding my visits was 4,021, making an average of about 29 for each school. The centesimal proportion of the aggregate number of promotions to the aggregate average daily attendance for the same period was 59.9, which shows that, out of every hundred pupils comprised in the average daily attendance, about 60 are advanced one step in the schools in the course of a year, or, what amounts to the same thing, that each pupil spends on an average *one year and eight months* in a class before he is advanced into the next highest.

This per-centage varies only very slightly according to the class of the teachers conducting the schools. Thus as regards the 137 schools inspected by me in 1862, I found that it was about—

61 per cent.	in the First-class Teachers' Schools.
61	" Second-class Teachers' Schools.
59	" Third-class Teachers' Schools.
58	" Probationers' Schools.

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John E. Sheridan, esq.

There is, however, a more marked difference in this respect between the several classes of schools, on looking at the promotions from another point of view. I find that the per-centage of promotions into the *senior* classes varies strikingly according to the teacher's class. Thus, of the aggregate number of promotions that took place within the twelve months preceding my inspections, the per-centage of those into the third, fourth, and fifth classes was—

40.1 per cent.	in the First-class Teacher's Schools.
37.7	" Second-class Teachers' Schools.
32.1	" Third-class Teachers' Schools.
25.6	" Probationers' Schools.

9. As regards the results of my examination of the pupils whom I found present in the schools which I inspected last year, I may state generally that, except in two or three respects, the answering was on the whole very fair.

In oral spelling, writing from dictation, penmanship, practical arithmetic, and grammar (*i.e.* distinguishing the parts of speech and parsing simple sentences), very gratifying progress has, I think, been made in almost all classes of schools within the last five or six years.

According to my experience, the subjects which are taught with least success in our schools are—reading, meanings of words, home-lessons, the theory of arithmetic, and geography; and in girls' schools, needlework.

10. The moral and religious tone of our schools is excellent, and the influence which they thus exercise upon the youth of the country cannot, I think, be over-estimated. If the people of this country are, as I believe them to be, more religious, more virtuous, and more peaceable now than they were twenty or thirty years ago, undoubtedly the change is attributable in a very great degree to the influence of the National System of Education, whose teachers are teachers, not merely of secular knowledge, but also of religion and morality. In almost every National School the pupils are carefully instructed in their religion—in almost every parish the most diligent and efficient religious instructors are the National Teachers; and of them I think it may safely be said that it would be difficult to find in any country so large a body of men and women leading lives so blameless and so useful. When I praise the teachers, I praise the system.

I have the honour to be, Gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c., &c.

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Appendix C. No. 3.—GENERAL REPORT for the year 1862, by W. A. HUNTER, Esq., Head Inspector.

April, 1863.

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W. A. Hun-
ter, esq.

GENTLEMEN,—I have now the honour to present my General Report for the year 1862.

At the commencement of the year to which this report refers, I was removed from the north-midland circuit, where Monaghan was my centre, to the south-midland circuit, with Kilkenny assigned as my head-quarters.

The District Model Schools in Kilkenny, Waterford, Trim, and Ennis-corthy, are placed under my supervision. Reports on these schools have been sent forward, in accordance with your instructions.

In the course of the year I travelled 4,232 miles in the performance of my duties, at a cost of £65 Os. 7d., being somewhat less than 3½d. per mile.

In the course of the year I bestowed considerable attention on the working of the Model Schools. My duties require me (in conjunction with the respective local Inspectors,) to see that an efficient staff of pupil-teachers and paid monitors is constantly kept up in these schools. I find there is little difficulty, when those who are trained pass out to take their position among the ordinary National teachers of the country, in filling up the vacancies with highly eligible candidates. The paid-monitor system throughout the country schools, which is now in full operation, keeps up a supply of young people well prepared; and, considering that there is a large area to select from, there is every opportunity for having the selection judicious.

I receive at regular stated intervals (generally weekly), written exercises, prepared by the pupil-teachers and monitors connected with each of these schools, besides examining them orally from time to time in the course of my tours of inspection. In this way an accurate judgment can be formed of their progress and attention, while at the same time a healthy stimulus to exertion is supplied.

In these schools the aim has been to make the business of the student subservient to the training of the schoolmaster or schoolmistress. While at every step there is evidence required of progress in the literary course prescribed, the daily practice in teaching, superintended and directed as it is by the heads of the several departments, must secure a degree of perfection which would be altogether unattainable without such practice. *Method* is thus treated rather as a practical art to be acquired than as a scientific knowledge to be learned.

In the report of Mr. Arnold, published by the Education Commission of 1861, he takes occasion to compare the training school, as he found it in France, with the Normal School course in England; and, after referring to the imperfections of both, he remarks:—*

“Perhaps in this matter of Normal School training, as in others, common sense, usually the last voice suffered to make itself heard, will be heard at last—will suggest some middle way between the tenuity of the French programme and the extravagance of ours—will devise for the future masters of our village schools some course which neither stints them to the beggarly elements of reading and writing, nor occupies them with the differential calculus and the pedigree of Sesostris.”

Now, without wishing to claim for the Model Schools in connexion with the Irish National system any superiority to which they are not fairly entitled, I can honestly affirm that the “common sense” course, so well sketched in the above extract, has been always pursued, and that it has been the constant aim to follow that “middle way” that would secure as great an amount of literary attainments as was consistent with the due

* Education Commission, vol. iv., p. 88.

application of such attainments to the practical duties of the teacher. Hence, we are saved, on the one hand, from the danger of a race of teachers with unexpanded views and limited acquirements; while, on the other, we are saved from men who, being crammed with intellectual food, instead of trained for intellectual effort, are totally unfitted for the earnest and homely duties that devolve on the primary teacher.

Unfortunate must it be for the cause of education in this country if any jealousy of the increasing influence of the Model Schools should arise, calculated to interrupt their progress and impede their usefulness; while, of all the objections that could be urged, there appears least reason in that one which is founded on the circumstance, that the Commissioners, in framing the constitution of those schools, made provision for the admission of all without distinction of religious creed, securing at the same time to every one the fullest freedom for the exercise of religious duties, and the fullest opportunity for instruction in religious faith.

In the course of the year I visited and reported on 206 National Schools, of which 101 were minutely examined in all the subjects of study. Of these, there were two connected with workhouses that are excluded from the annexed tabulations. Of the remaining ninety-nine schools, forty-nine were schools for boys, thirty-eight were schools for girls, and twelve were mixed schools, attended both by boys and girls. Speaking generally, I found a higher degree of efficiency in the ordinary branches of instruction in the girls' schools than in the boys', while the worst schools were those attended by children of both sexes. While I notice this as a fact, I do not think that any conclusion can fairly be drawn that instruction in mixed schools is less efficient than in those attended by one sex alone. In my present circuit these schools only exist in backward localities, where there is not sufficient support for a double school; hence, less favourable results are naturally to be expected.

Total number of children present and examined in the several classes in schools fully inspected by me during the year 1862.

CLASS.	In 49 Male Schools.	In 38 Female Schools.		In 12 Mixed Schools.	
	M.	M.	F.	M.	F.
First Book, . . .	894	18	636	120	96
Second Book, . . .	752	—	578	102	99
Sequel,	470	1	343	49	35
Third Book,	360	1	251	32	31
Fourth Book,	239	—	159	14	19
Fifth Book,	34	—	11	6	—
Total,	2,740	20	1,978	323	280

	Total examined in all the Schools.	Per-centage in each Book.
First Book,	1,764	33·
Second Book,	1,531	28·6
Sequel,	898	17·
Third Book,	675	12·6
Fourth Book,	422	7·9
Fifth Book,	51	·9
Total,	5,341	—

It is not a little remarkable to find that very nearly the same proportion of children is found in the respective classes in my present group of districts as was found in my former districts in a different part of the country.

The annexed table, which shows the per-centage for 1860 and 1861 in

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Appendix C. the north-midland circuit, as compared with the per-centages for 1862 in the south-midland, leads to the conclusion that the state of the schools in the several parts of the country is very nearly alike.

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	In the group of Districts having Monaghan as centre.		In the group of Districts having Kilkenny as centre.
Learning—	1860.	1861.	1862.
First Book,	35.2	33.4	33.0
Second Book,	28.2	27.6	28.6
Sequel,	17.9	16.9	17.0
Third Book,	12.4	12.9	12.6
Fourth Book,	5.9	8.3	7.9
Fifth Book,	.4	.9	.9

A compulsory system of education in this country would, perhaps, be looked on with as much suspicion as a compulsory law requiring attendance on religious duties. Parents should be more strongly impressed than they are in general with the responsibility that rests on them as regards the education of their children, and of all the influences that could be brought to bear on them for this purpose, none would be so powerful or so legitimate as that which might be exercised by the clergy of the several religious denominations.

From a careful tabulation of the results of my inspections I have obtained the following results. Of the thirty-eight schools for females there were—

	Excellent or Very Good.	Good.	Fair.	Medium.	Bad.
Reading,	3	12	3	15	5
Writing,	9	8	2	13	4
Arithmetic,	5	8	2	17	6
Grammar,	4	12	1	14	7
Geography,	2	14	2	12	8

Of the forty-nine male schools, the following were found as stated:—

	Excellent or Very Good.	Good.	Fair.	Medium.	Bad.
Reading,	4	8	2	21	14
Writing,	10	16	3	16	4
Arithmetic,	4	13	1	19	12
Grammar,	4	12	2	18	13
Geography,	5	16	2	12	14

Of the twelve mixed schools, *i.e.*, attended by males and females, two were under female teachers alone, six were under male teachers, and in each of the remaining four there was a master, with a female assistant. The results in these schools were less satisfactory than in those to which I have previously referred:—

	Very Good.	Good.	Fair.	Medium.	Bad.
Reading,	1	1	1	4	5
Writing,	2	4	—	3	3
Arithmetic,	—	3	1	5	3
Grammar,	—	2	1	5	4
Geography,	—	2	1	5	4

Reading.—With reference to the mode of teaching to read, and the success with which this branch is attended to, there is still much to be desired.

The old method of teaching the names of all the letters, and then requiring the pupil to learn the words by previously naming the letters that compose it, is still very generally practised. In many schools, too, the time that is set down in the time-table for the "Reading Lesson" is

devoted to every subject except the matter specially in hand. No wonder, then, that we should hear complaints against a system of teaching that would profess to impart a knowledge of the principles of grammar, while the power to read an ordinary sentence with intelligence has not been acquired. It is negligence such as this that has led to the reaction against the introduction of too many subjects in the primary school course, both in England and on the Continent. Hence it is that we find educationists proposing to exclude, as a work never to be attempted by the elementary school, the fatal ambition to give intellectual training. This subject is referred to, at considerable length, in the Rev. M. Pattison's Report to the Education Commission (1861), on Elementary Education in Germany. It is somewhat extraordinary to find that in Germany, where the first great movement was made towards the introduction of an intellectual system, there is now a decided tendency to limit the aim of the elementary school to the acquirement of facility in the mechanical processes of reading, writing, and ciphering; the only subjects, in addition to these, for which provision is made in the ordinary school-hours, are singing and religious instruction.

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The writer of this report concludes that—

“The reform, in the direction of simplification and concentration, is one to which an experience, strictly educational, has naturally led,” and that “the limitation of subjects taught, and simplification of method now being pursued, is not a barren deduction from abstract theory, but a practical reform forced on the school by the unfavourable results of an opposite method.”

I have referred to this subject at so much length, because I have frequently observed a danger likely to arise from the attempt to teach every thing, instead of requiring the pupil to learn, and from a neglect of the practical arts which formerly, in this country, made up the entire of school routine, and which must still constitute the foundation of all elementary education.

Penmanship.—As regards this branch, there appears to be satisfactory progress. The *intellectual* system, that would keep all *mechanical* education out of the school-course, has less weight in depreciating excellence in penmanship than it had a few years since. Teachers are again learning to have a pride in a good head-line; and they do not take any credit to themselves for being “bad writers.” The reform thus brought about by the improvement of the teachers themselves will effect what no system of copy-books, with engraved head-lines, or any other appliance for teaching this subject, could ever bring about.

Arithmetic.—Slate arithmetic at desks is receiving more attention than it did. There is thus secured a greater amount of actual work. In preparing for commercial pursuits it is always of more importance that a boy should have acquired a readiness and accuracy in performing the simple operations, than that he should have a profound knowledge of the principles of the science, and a familiar acquaintance with the technical terms employed in it. All this should be taught, but the elementary and the practical should have the first place in the primary school course. I have sometimes found classes that appeared well instructed in arithmetic, who would fail to answer *immediately* such questions as the following:—Given the difference of two numbers (8), and one of the numbers (12) required the other? Or, from the product of two numbers (48), and one of the numbers (6), what is the other?

Grammar and Geography.—I have not found the attainments in these subjects generally satisfactory. It is well that all the classes should be instructed in full accordance with the programmes prescribed for the guidance of the teachers; but when we find injudicious attempts made to communicate abstract knowledge in these subjects, far beyond the

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comprehension of the pupils, or constant efforts made to get them to repeat a number of terms that are to them perfectly unmeaning, we are forced to conclude that much valuable time has been lost that might have been employed with advantage in the prosecution of less pretentious subjects. For this, if for no other reason, it is improper to prescribe time-tables for teachers; if a man must, *nolens volens*, give half-an-hour daily to the teaching of some branch for which he has neither capacity nor taste, not merely does he fail in the attempt, but in all probability he so disgusts his pupils, that they cannot again revert to the subject, except to loathe and detest it.

Extra Branches.—In very few schools did I find geometry, book-keeping, or algebra taught. In some, where they were introduced, the knowledge received was of the most superficial kind. In one or two, great progress had been made. In the female schools, needlework forms a necessary part of the course; the attention to this is generally satisfactory; but as yet it has not been possible in all schools to have the rule carried out that requires all in Second Book, and above, to attend to the branches under this head.

The examinations of teachers were attended to in the usual way. The written examination for all the male teachers being conducted by the local inspectors in their respective districts in Easter week. Of the candidates for promotion, none were recalled for an oral examination whose exercises did not fully warrant such a step. Great care was taken not to recommend any teacher for promotion in the higher grades who had not proved his fitness and worth by the results of his teaching.

As I was not previously connected with the same districts, I am unable to institute any comparison with former years. I may remark, however, that the style of reading was generally defective, being void of expression, and frequently marked by incorrect pronunciation. The penmanship, in many of the districts, was very good; and, upon the whole, there is no reason to complain of the attention that has been bestowed on this branch. In arithmetic, the answering proved that the subject had been carefully studied. In grammar and geography, the young teachers were not generally well made up; but the candidates for promotion, already classed, answered well. In book keeping, geometry, and algebra, careful preparation and respectable proficiency were evidenced.

In examining the female teachers, both oral and written examinations were held consecutively. In this way the double journey was saved; and both examinations were conducted under my own superintendence. With some exceptions, the answering was satisfactory; a considerable number of promotions was recommended, chiefly among teachers in the lower ranks. As a class, the female teachers read better than the males; in other subjects their attainments are not so high. I have found some excellent school-keepers among the females of my present circuit. There are schools in the counties of Limerick and Tipperary which are, in my mind, perfect models of what country schools for the education of the industrious and labouring classes ought to be. This class of schools will increase in number as the class of good teachers shall increase.

The examinations of the paid monitors were held in the first week of October. The written exercises, after being noted by the District Inspectors, were forwarded to me, along with an abstract of the marks which they obtained in their oral answering. Such recommendations were made, either in the way of penalty or reward, as appeared just in each case. In no instance was a gratuity for training monitors recommended to any teacher, except on the ground of good answering that could be traced to the teacher's attention, taken in connexion with a satisfactory state of the school.

In some of the districts, the system of unpaid monitors has been carried out to a considerable extent in connexion with the organization of the schools. I have great doubts as regards the advantages supposed to result from what may possibly be regarded as the over-development of the system. If the schools are not somewhat better taught, and the monitors themselves somewhat better instructed than pupils of the same age in other schools under teachers of like standing, it is evident that the system does not deserve to have gratuities bestowed for the purpose of keeping it up.

With reference to the paid monitors, I think there should be a stringent rule enforced—that no paid monitor should be promoted to the rank and pay of a higher year till after he or she had passed a satisfactory examination in the subjects required to be studied in the previous year. The very fact of a programme of subjects being prepared for each year's course presupposes that such an examination is imperative. The simple way of rendering it so, is to lay down a rule on the subject such as I have indicated. I believe that such a rule would have a far better effect in securing proper preparation and constant attention than any threat of dismissal for unsatisfactory answering.

I have the honour to remain, Gentlemen, your very obedient servant,

W. A. HUNTER, Head Inspector.

The Secretaries, &c., &c.

NO. 4.—GENERAL REPORT for the year 1862 of JAMES PATTEN, *Dr. Patten*
Esq., M.D., and LL.D. T.C.D., Head Inspector.

GENTLEMEN,—I beg to transmit this my general report on the inspection of schools and examination of teachers for the year 1862.

During the time devoted to inspection I visited and reported on 180 schools.

In 100 of these the pupils were minutely examined on all the subjects contained in the programmes of their respective classes. In seventy-one of these schools I found an aggregate attendance of 3,891, being fifty-four on the average for each. This average, I have no doubt, would have been much higher had the schools been visited in the winter months, but I was obliged to inspect many of them during the months of August and September, the harvest time, when the senior pupils rarely attend, and many of the junior pupils, likewise, have to remain at home.

In addition to the 100 thus fully inspected, I visited and partially examined the pupils in eighty other schools. In these I generally tested the children's knowledge in writing from dictation, and put to them a few questions in arithmetic and geography. I also examined the report-books, registers, and other official documents, to ascertain if the books had been kept with fidelity and accuracy. Thus, in the short period of from twenty to twenty-five minutes, I was enabled to obtain a fair insight into the working of the schools, and the general proficiency of the pupils in some of the most important branches. Thus, in each of the ten districts with which I am charged, I either inspected or visited a number of the schools, in some more, and in others less, but still sufficient to enable me to form a fair estimate of all.

The following summaries exhibit—1. The number of pupils present at the time of inspection, with the average attendance and average on rolls for twelve months, in seventy-one schools, the details of which are completely entered; likewise, the number of teachers employed, and the average income of each, made up of Board's salary and local contributions.

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I may here remark that the ten districts now forming my circuit are different from those in my charge during the last few years, which were numbered from one to ten, both inclusive.

The following are now the numbers and centres:—District 4, Ballymena; 5, Ballyclare; 8, Belfast North; 9, Belfast South; 10, Newtownards; 15, Dungannon; 16, Armagh; 17, Downpatrick; 18, Monaghan; and 19, Newry. Total, 10.

SUMMARY I.

Number of National Schools inspected in detail during the year, 71

	Males.	Females.	Total.
Number of pupils present at examination,	2,258	1,633	3,891
Average number of pupils on rolls for previous 12 months,	3,499	2,534	6,033
Average number of pupils in daily attendance for previous 12 months,	2,103	1,475	3,578
Total number of principal teachers employed,	58	13	—

	£	s.	d.	£	s.	d.
Average amount of Board's salary to each principal teacher,	26	19	0	24	6	2

	£	s.	d.
Average amount of local contribution to each school,	13	10	3

	£	s.	d.
Average total amount to each teacher,	£40	9	3
	£37	16	5

SUMMARY II.

Subjects.	Boys.	Girls.	Total.	Subjects.	Boys.	Girls.	Total.
Lesson Books :				Arithmetic :			
Book I.,	799	684	1,483	Tables <i>only</i> ,	684	356	1,040
" II.,	651	444	1,095	Simple Rules,	787	522	1,309
Sequel,	410	261	671	Compound Rules,	263	150	413
Book III.,	259	171	430	Proportion and above,	218	95	313
" IV.,	128	63	191	Mental,	206	92	298
" V.,	11	10	21	Writing :			
Total,	2,258	1,633	3,891	On Slates <i>only</i> ,	719	490	1,209
Grammar :				On Paper,	913	616	1,529
Parts of Speech <i>only</i> ,	943	624	1,567	From Dictation,	720	396	1,116
Parsing and Syntax,	343	204	547	Branches for Females :			
Derivations,	168	95	263	Sewing,	—	352	352
Composition,	58	17	75	Knitting,	—	282	282
Geography :				Embroidery,	—	44	44
Lessons on Maps <i>only</i> ,	1,052	626	1,678	Cutting-out,	—	4	4
From Text Books :				Extra Branches :			
Local,	411	225	636	Mensuration,	29	—	29
Mathematical and				Geometry,	23	—	23
Physical,	76	33	109	Algebra,	21	—	21
				Book-keeping,	15	—	15

The per-centages of the number learning the different branches to the total numbers found present at time of inspection are as below :—

Lesson Books :			Grammar :		
Book I.,	.	38.1 per cent.	Parts of Speech <i>only</i> ,	.	40.3 per cent.
" II.,	.	28.1 "	Parsing and Syntax,	.	14.1 "
Sequel,	.	17.3 "	Derivations,	.	6.8 "
Book III.,	.	11. "	Composition,	.	1.9 "
" IV.,	.	5. "	Geography :		
" V.,	.	5. "	Lessons on Maps <i>only</i> ,	.	43.1 "
			Local,	.	16.3 "
		100 "	Mathematical & Physical,	.	2.8 "

The per-centages of the number learning, &c.—*continued.*

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Arithmetic:		Branches for Females:		Head In- spectors' Reports on Schools In- spected and Teachers Examined.
Tables <i>only</i> ,	26·7 per cent.	Sewing,	21·5 per cent.	
Simple Rules,	33·6 "	Knitting,	17·2 "	<i>Dr. Patten.</i>
Compound Rules,	10·6 "	Embroidery,	2·7 "	
Proportion and above,	8 "	Cutting-out,	2 "	
Mental,	7·6 "			
Writing:		Extra Branches for Males:		
On Slates <i>only</i> ,	31·1 "	Mensuration,	1·7 "	
On Paper,	39 "	Geometry,	1·4 "	
From Dictation,	26·6 "	Algebra,	1·3 "	
		Book-keeping,	1·9 "	

During the year I visited frequently, examined the pupils, and held public examinations in each of the six Model Schools in my charge, viz., Belfast, Ballymena, Carrickfergus, Monaghan, Newry, and Newtownards. The Lurgan Model School, which will open early in March, will add another to my general charge; making in all, seven Model Schools. A separate report on each of the first six Model Schools will be transmitted to the office for publication.

In compliance with the instructions contained in the Board's circular of last month, recommending to the Head Inspectors "that the utmost brevity should be adopted in drawing up their annual reports, confining themselves to statistics and some general suggestions for the further improvement of the condition of the schools," &c., I have endeavoured, as far as possible, to adhere to the wishes of the Commissioners in this respect.

Having given the classification of the children I examined during my tour of inspection, I consider this a fitting place to enter on some details regarding the proficiency attained by the several classes in some of the most important branches contained in the school-programme.

Reading, including Oral Spelling and Explanation.—Of the 3,891 children present at the examinations, I find from my notes that 21 per cent., excluding the pupils of first and second classes and juniors in the Sequel, were able to read with ease and intelligence in the higher books, and to understand the meaning of the different words, and the substance of the lesson.

Penmanship.—The writing of the pupils is, as a general case, in very many schools, still unsatisfactory, arising, in a great measure, from the causes mentioned by me in my last reports, and noticed by nearly all the Head, and most of the District Inspectors.* That this important branch can be well and efficiently taught in our schools is proved by the very considerable number of them, conducted by careful and efficient teachers, in which the writing is really beautiful, and nearly all that can reasonably be desired; consequently, tolerable skill in writing, as some have supposed, is not practically unattainable in the National Schools. The remedies which have been often pointed out heretofore must in the end be attended to, and adopted by the Commissioners, before much improvement can be hoped for. Whilst I make these unfavourable observations as regards the style of penmanship to be found in many of our schools, I am not to be understood to say that the writing is so bad as to be illegible, or even incapable of being easily and distinctly read; and as I have often said, the copy-books supplied to the schools might answer the purpose fairly enough with quill pens, or even good broad-pointed steel pens; but, from the efforts of children, merely commencing, on soft woolly paper, and with those cheap pens, now supplied to the schools, with points as sharp as needles, more favourable results than those I have described could not well be expected.

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Arithmetic.—I have much pleasure in being able to state that a fair percentage of increase over last year has taken place in the pupils able to perform the higher operations, and the requirements of the school programme as regards this subject have been, in general, more carefully observed.

Dictation.—Proficiency in writing from dictation has made more progress within the last few years than that in any other branch. All now write from dictation—from the Sequel class upwards. The third and fourth classes—a fifth being rarely found—can write a few plain sentences, dictated to them from their respective ordinary lesson-books, with a fair degree of correctness. Many in the fourth class are able to write in a manner nearly quite satisfactory, and to punctuate the passage written with entire correctness.

Grammar.—The proficiency in grammar has not improved. With the exception of a mere knowledge of the parts of speech, and the parsing of a simple sentence with tolerable accuracy, little more has been attempted—few, as yet, having been taught to point out grammatical inaccuracies, or to apply the rules of syntax with practical good effect. The percentage of those able to parse fairly has not increased since my last report, while I find a small increase in those children whose knowledge is confined to the mere pointing out of the parts of speech.

Geography.—In my reports for 1860 and 1861, I was able to make a favourable return of the progress made in geography. This year (1862) I find the per-centages lower. I must observe, however, that most of the schools are different from those reported on for 1861, and the districts also are new. I find, from the tabulated details, that 20 per cent. of the total number present were acquainted with the map of the world only, while the percentage to the number learning was 49. The returns for 1860 were 22·6 and 51·3, respectively.

No improvement has taken place in the payment of school-fees since the date of my last report.

As regards the employment of unpaid monitors, the plan has been fully tried, and, in my opinion, has been, to a great extent, a failure; the extra time required for, and supposed to be devoted to, their instruction by the teachers, has seldom been given; while all the time prescribed, and even more, is necessary to fit and prepare them for their duties as monitors; and is no more than what may be regarded as a compensation for the time they are to devote to the teaching of classes. It is needless to observe that great care should be taken in regard to the subjects they are appointed to teach. As a general rule, perhaps it may be prescribed that they may be most usefully employed in teaching those subjects in which the exercise of the memory is chiefly employed, such as spelling, repeating tables, reciting pieces of poetry, &c.

Local Management.—The local management of schools has been often described in former reports, and I regret to say that it remains much in the same state as in former years, with scarcely any improvement. It is vested sometimes in a committee, when frequent disputes occur amongst the members; sometimes in an individual, generally a clergyman, occasionally a land-agent—not often a landlord; and sometimes a farmer in humble circumstances is appointed, or rather appoints himself, manager. In many of these cases the amount and kind of management or superintendence exercised are, as a rule, very trifling, and almost valueless; whilst only in a few schools which came under my notice is a fair amount of supervision exercised by the patron or local manager.

Absence of sufficient Local Support.—I have frequently had occasion to remark that the want of sufficient local support has been the chief obstacle and impediment in the way of the extension, improvement, and efficiency of National Education.

In one respect and, unfortunately, of frequent occurrence, it strikes at the root of all advancement in education, as it prevents respectable and well-qualified persons from offering themselves as teachers, knowing that they must depend chiefly on the amount of salary they may receive from the Commissioners. Were the parents of the children to pay even as much as they were in the habit of contributing during the *régime* of the old "hedge-school" system, the present local support would be very considerably improved.

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This is, certainly, a melancholy statement, when we are informed that this falling off in the rates of payment has been produced by the fostering care and liberality of the Government, in having voted large supplies of money for securing the comfort and the elevation of the social position of the humbler classes. Another cause of deficient local support, and consequent low and degrading position of the teacher, is the practice of some managers when making appointments to vacancies, of selecting some *protégé* for the situation—often not from merit of any kind as a school-keeper, but from considerations of a totally different nature; and he is often thought good enough for the place, provided he can pass the examination for a probationary teacher, where he may remain, by the protection of the manager, and the adoption of certain contrivances and apologies, even for a number of years, to the exclusion of persons of respectable qualifications.

In this case, the teacher must be contented with little salary from the Board, still as much as he is worth, and scarcely anything at all from the parents of his pupils.

It is my own opinion that in this, as in other and not more important offices, the appointments, even from the commencement, should be thrown open to competition.

Fair literary attainments, respectable appearance, and good address, steady and quiet habits, with a taste for their peculiar calling, are absolutely requisite in the situation of a teacher.

Skill in the art of teaching can only be acquired by experience, and it is desirable that this skill should not be altogether acquired at the expense of the pupils; it is, therefore, desirable that no teacher should be permitted to have the charge of a National School without having previously undergone a short course of training.

The ordinary impediments or hindrances to the extension and improvement of National Education still exist, although, perhaps, in a less degree than formerly, and may be summed up as follows:—

- I. The hostility of certain influential persons.
- II. The large number of inferior and almost incompetent teachers.
- III. The irregularity in the attendance of pupils.
- IV. The smallness of the sum generally paid by parents to the teachers for the instruction of their children.

Some of the above impediments are fortunately becoming diminished in extent, and may soon be removed entirely. The liberal grants made by the Commissioners for young persons acting in the capacity of paid monitors—the gratuities to teachers for training them—the agency of the Model Schools, which are now becoming most effective as training institutions, will, I have no doubt, gradually put an end to the complaint set forth under heading No. II. Time alone, and a more extended intelligence on the part of the masses of the people, can entirely overcome the hindrance alluded to under the other heads.

With the irregularity of the attendance it is difficult to deal in the absence of Government interference. Visitation of the parents and pupils by the teachers and managers, recommendation of the schools by persons of influence, and enforced payment of school fees, have been recommended as the chief remedies which can be applied out of schools.

There should, however, be a constant endeavour and earnest wish on

Appendix C. the part of the teacher to gain the *confidence*, and even the *affections*, of his pupils, to inspire them with a love of learning, even for its own sake, and to make the acquisition of knowledge not only easy but agreeable and interesting to them. These suggestions may be practicable, and will be found useful in certain cases and localities.

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Some judicious observations as regards school-fees, the most important, perhaps, of all within the range of subjects generally noticed in an Inspector's report, have been made by one of the District Inspectors with whom I was then associated, and as it bears with much force and power on the point, I shall here take the liberty of referring to it:—

"As regards income, the teachers are still, unfortunately, depending chiefly for support on the public grants. The sum contributed by the pupils is still lamentably small, amounting to an average of little more than £5 per annum for each school in the district. At present I can see little hopes of improvement. In fact, the tendency, since the new arrangements as to attendance came into operation, is in the contrary direction. To entitle a teacher to the salary attached to his class a certain average must be kept up. If it fall below that figure, no matter how unwilling he or his employers may have been for the establishment of other National Schools in the neighbourhood, all of which may have withdrawn scholars from his, he will be paid by the Board, not according to his classification, but, in a great measure, according to the attendance.

"As illustrative of the tendency to which I have referred, I may instance the case of one particular school. A respectable teacher, who had been in the receipt of *good-service salary*, was placed in charge of it, the local manager and committee guaranteeing £20 per annum towards his support. The money was made up wholly of school fees, and little difficulty was experienced in its collection, as all in attendance were obliged to pay less or more. The school is an excellent one; but as the average fell to about thirty, owing to the rivalry among neighbouring teachers, the result, in a great measure caused by the recent regulations, has caused the *good-service salary* to be lost for the present, while a reduction of the ordinary salary is in prospect. Under these circumstances the teacher has been informed by his employers that, after the close of the current year, they will not be responsible, as heretofore, for any part of his income. In a short time the rates of payment will be regulated more in accordance with the *inclinations* than the *means* of those who have children to educate, and as they cannot be compelled to pay, even according to the reduced rates, the annual amount of their contributions, it is believed, will become much smaller than formerly. There is, besides, a strong probability that the teacher will leave as soon as possible for some other situation, when, it is to be presumed, a successor much inferior in point of qualifications will be appointed, and thus a neighbourhood which, in an educational point of view, occupied a place of high respectability, will sink to a position considerably below that of mediocrity. These are matters demanding the most serious attention. One thing is plain, that unless the greatest caution be exercised, for the purpose of preventing the undue multiplication of schools, the voluntary efforts of the community will be chilled, and, at the same time, incalculable mischief may be done, in some localities, to the education of the rising generation."

Examination of Teachers.—I commenced the examinations of Teachers, male and female, in the month of October, and concluded them before Christmas, with the exception of a few cases for promotion, in some districts where the candidates were summoned to Belfast at the beginning of January, this year.

Attendance of Male Teachers.—Of 256 teachers who were summoned to the written examination at Easter, 226 were recalled to the oral examination; and of these 209 attended, and 17 were absent; and of these latter the absence of 14 was accounted for in a satisfactory manner.

Of those summoned to the written examination, 72 were trained and 184 untrained; the great majority of the latter being probationers, and most of them never examined before.

The number who attended the written and oral examinations amounted to 209, and on this number, excluding all others, this report is founded.

I may here observe that few, if any, classed teachers were recalled to the oral examinations for promotion, whose satisfactory answering at the written examination did not amount to over 50 per cent of the printed questions set before them.

When it is remembered that over 75 per cent. were probationers, and for most of them the first examination, it will be considered satisfactory to be informed that 114, or 54 per cent., obtained promotion; 53, or 25 per cent., remained stationary; 39, or 13·7 per cent., were retained on trial until the next examination; and 3 were dismissed for incompetency—making up the number examined, 209.

A comparison may be interesting as regards the answering of the teachers, although in different districts, for the three intervals of five years, taking 1852, 1857, and 1862. The results will show that the progress made by the classed, unclassified, and untrained teachers, during these intervals, or *lustrums*, as they may be called, has been steady, certain, and continuous. This is a most gratifying result, when we consider how careless many of the managers still remain with respect to the fitness, and especially of the literary qualifications, of the person whom they appoint to the important charge of a school. Let us now examine carefully the comparative results of fifteen years.

It appears that 20 per cent., or one in five, was the average of the promotions amongst the teachers, classed and unclassified, in 1852, while the average in 1857 stands so high as 38 per cent.; and in 1862, 54 per cent. of those recalled to the oral examination were promoted. These statistics exhibit an improvement of 18 per cent. in the answering at both the written and oral examinations in the five years between 1852 and 1857, and of 16 per cent. in the five years between 1857 and 1862.

Examination of Female Teachers.—I shall now give a brief report on the examination and classification of the female teachers, held in the same ten districts as named in my report on the males. The examinations were conducted precisely on the plan set forth in former reports, the time occupied being also the same. The portion of time which each subject contained in the programme of the examination was to occupy was previously adjusted by the District Inspectors and myself; and, consequently, we always succeeded in completing our task and closing the proceedings of the day at the appointed hour.

Number examined, &c.—One hundred and fifty-one were summoned to attend these examinations, and of these, 133, or 98 per cent., came forward, 18 only being absent; and of these again, 16 sent in satisfactory reasons for their absence; 16 of them, or 10 per cent., were trained; and 135, or 88·7 per cent., untrained. Eighty-seven, or 57·6 per cent., obtained promotion—generally one step in their classification; and 47, or 31 per cent., remained stationary; 39, or 25·8 per cent., having been recommended to be retained as probationers on trial until the examinations next year, when, if they do not succeed in obtaining a class, they will be recommended to the Commissioners to be removed from the service. Two were depressed to an inferior class, one only having been dismissed.

Summary of the results of the examination in writing of the female teachers, on the following branches: Grammar, Geography, Arithmetic, and Lesson Books:—33·5 per cent. of the questions on the above subjects were answered in a manner marked quite satisfactory, while 38 per cent. of the answers were marked somewhat imperfect; and allowing each imperfect answer to count as only half a satisfactory answer, this would make 51·5 per cent., on the whole.

Results of the answering at the oral examination on the following subjects exhibited the centesimal proportion of answers for all classes and grades on the average:—

	Proficiency.		Proficiency.
1. Reading, &c., . . .	68 per cent.	7. Geography, . . .	49 per cent.
2. Parsing,	28 "	8. History,	30 "
3. Grammar,	42 "	9. Lesson Books, . . .	45 "
4. Etymology,	30 "	10. Arithmetic,	56 "
5. Principles of Spelling, .	60 "	11. Method of teaching, .	40 "
6. Outline Maps,	44 "	12. School management, .	45 "

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In grammar, geography, spelling, and even in arithmetic, the answering of the mistresses was better in the oral than in the written examination. It is worthy of special remark that the answering of the females was superior to that of the males in our Lesson Books. I have, however, observed this to be the case for several years. In conclusion, I may observe that in the usual branches of reading, writing, arithmetic, geography, and grammar, *all* the teachers were generally well prepared, and relatively to former examinations, the answering was satisfactory.

I have the honour to remain, Gentlemen, your obedient servant,

JAMES PATTEN, Head Inspector.

The Secretaries, &c., &c.

J. G.
Fleming,
esq.

5.—GENERAL REPORT for the year 1862, by J. G. FLEMING, esq.,
Head Inspector.

Londonderry, March 1, 1863.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, the following general report on schools inspected and teachers examined by me during the year 1862.

In October, 1861, I received official instructions to remove to Londonderry, there to take charge of the north-western group of districts—Lettakenny, Derry, Coleraine, Strabane, Maghera, Donegal, Sligo, Enniskillen, Omagh, and Ballina. This arrangement was to take effect at the close of the year 1861, from which date my official connexion with the ten south-western districts terminated. Accordingly I left for Derry early in January, 1862, to superintend the usual arrangements preparatory to the opening of the newly established Model School in that city, a duty which occupied me during the greater part of that month. I subsequently returned to Waterford to finish some slight arrears of official business, after which I wrote my general report for 1861, and the customary special annual reports on the three Model Schools under my supervision. It was late in March when these duties were completed, and the tedious preparation and loss of time inseparable from a lengthened journey of some 350 miles intrenched still further upon the year, so that it was only in May that I was in a position to enter upon the duties of inspection in the ten districts which recent arrangements have placed under my superintendence. I feel it due to myself to give this brief summary of the way my time was spent during the first four months of the past year, as it clearly explains why the number of schools inspected and incidentally visited by me was much greater in 1861 than in the succeeding year, 1862.

Irrespective of Model Schools, upon which I shall make special reports, I visited, during the past year, 100 National Schools, in 70 of which I examined the pupils in every branch of their prescribed course of study. In the remaining 30 schools, my examination was much less searching, as it embraced nothing beyond an inspection of the children's copy-books, checking of the school accounts, and in most cases hearing one of the junior classes read a few short passages in Sequel or Second Book. I may here repeat the statement made in my last report, that the ordinary National Schools in the several provinces of Ireland present no essential striking points of difference. I observe, however, that the National Schools are more numerous, and consequently closer to each other, in Antrim, Tyrone, and Londonderry, than in the southern and south-western districts, a remark, by the way, which applies to the entire province of Ulster, some considerable portions of Donegal excepted. At the date of the last Report published by the Commissioners, there were 2,153

National Schools in operation in Ulster, with a total attendance of 201,000 children, that is, an average of 93 for each school; the corresponding numbers for the southern province being 1,438 schools for 159,624 children, or an average of 111 for each school. This latter average is too high, as in most rural districts it cannot be realized unless by bringing many of the children too far from home—a most objectionable arrangement, which acts directly as an impediment to the spread of education among the poorer classes. Thus in, at least, two-thirds of the very extensive counties of Mayo and Donegal, the schools are so widely apart that they are beyond the reach of many poor families. The evil is unavoidable in wild mountain tracts, inhabited by a thin, scattered population; but in districts more favourably circumstanced, it might be met by local efforts, which are, however, I regret to say, seldom forthcoming. In connexion with this subject, I may observe that by the existing regulations of the Commissioners, the teacher's salary directly depends upon the number of children under his instruction, which falling below an average of thirty, disqualifies him for the salaries awarded to first and second class teachers. Again, even in cases where the average attendance may be sufficiently large to warrant the grant of the highest salary to the *principal* teacher, it may be too small to warrant the continuance of an assistant teacher, of a workmistress, or of a paid monitor, as the case may be. But it often happens that the persons filling these subordinate offices are either relatives or personal friends of the principal teacher himself, who, in case his average attendance is under the required number, has a direct interest in preparing his accounts so as to make it appear that he has secured the necessary average attendance. It is, however, gratifying to know that cases of this kind are of rare occurrence. The National teachers are poor, yet honest and conscientious; in proof of which I point with pleasure to the fact, that in the ten districts under my superintendence, embracing nearly 1,000 schools, but three cases of falsification of accounts have been discovered by the District Inspectors. The inaccuracies, discrepancies, and trifling omissions which are occasionally found in the class rolls, report book, and school register, result from accident or neglect, not from bad faith or want of principle. It is almost unnecessary to add that anything like habitual neglect, still less systematic falsification of the school accounts is, sooner or later, sure to be brought to light by the Board's Inspectors, upon whose reports delinquents meet with severe and immediate punishment. Dealing generally with the school returns furnished to the Commissioners by the managers, who usually obtain them from their teachers, I feel no hesitation in stating that they afford information as trustworthy as any to be found in the statistics published by other branches of the public service.

A careful summary of the entries in my note-books give the following results:—I found 1,355 boys and 916 girls, in all 2,271, present at the seventy schools fully inspected by me during the past year. The average on the *rolls* for the twelve months preceding the dates of my visits amounted to 80·1 for each school, while the actual average attendance was 41·2, as taken from the report books. The very close approximation between the numbers present at my inspections and those furnished by the teachers as having been in actual attendance during the preceding twelve months, affords the strongest possible evidence of the accuracy of their returns. The average attendance for the past year is less than that for 1861, the numbers being respectively 41·2 and 50·1. Two causes contribute to this result—the one temporary, the other permanent. First, the continued inclemency of the weather, which for three successive years has been wet, cold, and gloomy, to an extent unprecedented even in our proverbially damp climate. During a bad season, still more during a succession of bad seasons, the attendance of pupils is sure to fall away.

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This, of course, might be anticipated in a country where agriculture affords the chief source of employment to the great bulk of the poorer classes. In the event of a bad harvest, the small farmers find themselves in straitened circumstances—not unfrequently, indeed, they are reduced to privation and distress. The consequence is, they are obliged to dispense with paid labour as far as practicable, which they can to some extent do, by employing their children at field work or other drudgery. The school fee, which however small, is nevertheless a consideration in such cases, is also saved. In short, apathy and a disrelish for mere schooling are certain to appear among those classes, whose position is little better than that of the day labourer, whenever they suffer from unusual poverty and distress. As it is from poor people of that class the National teachers receive at least three-fourths of their pupils, it is easy to conceive how two or three bad seasons in succession will injuriously affect the attendance in a very considerable proportion of the elementary schools situated in impoverished rural districts. But under the most favourable circumstances the average attendance of children in the great majority of the schools in Ulster will be less than in the southern and eastern provinces, for the obvious reason that the schools in the northern districts are more numerous in proportion to the population than in the remaining portions of Ireland. In Ulster, the schools are sown, as it were, broadcast over the length and breadth of the land—a wonderful boon to the humbler classes, who are thus left without excuse if they rear up their children in ignorance and neglect. In some cases, however, schools have been multiplied to an unnecessary extent, and with the most injurious results to the real interests of education, by involving teachers in a humiliating struggle to keep up the necessary average attendance, without which they cannot (no matter how high their attainments) be paid above the scale of salary awarded third class teachers. Parents are, generally speaking, perfectly aware of this rule of the Commissioners, and they believe, or affect to believe, that they confer a favour on the teacher by sending their children to his school, as they thereby aid in securing him the higher rate of salary. Teachers thus circumstanced cannot, of course, exact payment of the usual school fees; they are compelled, by the necessities of their situation, to instruct a large proportion of their pupils gratuitously, or else be content to do without them. I am unable to state the precise number of children educated free of charge in the National Schools which I have inspected, but I believe it is much larger than is generally supposed. In the case of parents really too poor to pay even a small weekly stipend, the evil is unavoidable, and must be tolerated; not so when persons in easy circumstances refuse to discharge so just a claim. The remedy lies with the managers, who have the power to remove from their schools pupils whose parents are able but unwilling to pay the customary weekly pence. School managers, however, very rarely exercise this privilege; they give themselves no trouble about the matter, and quietly leave the teachers to secure their school fees as they best can. There would be nothing objectionable in such an arrangement if it allowed teachers and parents to settle accounts after their own fashion; but unfortunately it is all in favour of the latter, and as much opposed to the interests of the former, who cannot exclude children from instruction because their weekly fee or quarter's salary has not been paid. The consequence is, the National teacher's income is mainly derived from the State, since the small sum which he receives in the shape of school fees hardly amounts to one-fourth of the salary awarded to him by the Commissioners. Subscriptions and other local aid supplementing the teacher's income are inconsiderable, hardly worth taking into account. Comparatively few teachers receive a single shilling from purely local sources.

Despite the drawbacks just noticed, influences are at work which are

gradually improving the literary acquirements of the National teachers, and otherwise adding to their professional attainments. The Model Schools are doing much to improve the teacher's position, by affording young persons anxious to become teachers the fullest opportunities to prepare and qualify themselves for the duties of the situation to which they aspire. Again, the numerous educational appliances accessible to the teacher since the establishment of the Apparatus Department give him advantages unknown to teachers of elementary schools some few years back. Finally, the vast amount of sound, practical information so widely diffused among the National teachers by the organizers have effected immense good. No doubt many evils and disadvantages still operate to mar and partially neutralize the labours of the educationist. Bearing in mind, however, what has been already accomplished, and contrasting the present with the past, there is no reason to be dissatisfied; there is, on the contrary, much reason for hopefulness with reference to the prospects of education in this country. I have no wish to exaggerate the teachers' merits; my object is simply to exhibit, in clear and impartial language, what they have already achieved; and this I shall best do by pointing out the results of their labours, so far as my own personal experience extends.

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I shall begin by observing that, owing to the rapid development of the National Education system, what are called private schools, in many of which classics were taught, have disappeared in all but the largest and most important towns. The prescribed course of instruction in schools of this class was sufficiently aspiring, but in practice it consisted too much of shreds and patches of knowledge, and little smatterings of the sciences. No wonder, then, that they have been superseded by good National Schools, where parents can obtain for their children a solid education at a very trifling cost. From this it is obvious the opportunities for classical education have gradually diminished; they are, in fact, no longer within the reach of persons residing in towns such as Omagh, Strabane, and Newtownstewart.

This is a serious loss to the numerous middle class extensively engaged in agricultural, trading, and commercial pursuits. Persons in the rank of life referred to, wishing to prepare their sons for any of the liberal professions, must engage the services of a private tutor, or else send them from home to a good classical school.

As a remedy, it is proposed to engraft classics on the programme of instruction at present carried out in the District National Model Schools. The scheme would unquestionably entail expense, but there would probably be a considerable set-off in the shape of fees which might reasonably be demanded for the increased educational advantages offered.

The question, narrowed to its proper limits, is simply this:—How far is it just or expedient to aid middle-class education in those towns which, through the influence of the National Schools, have lost the services of the old classical teachers?

That the middle classes should be required to pay the full equivalent for the advantages they seek is, I believe, an opinion pretty generally entertained. But a calm, impartial review of the question points to a different conclusion. It must not be forgotten that both higher and lower classes receive abundant State aid in the matter of education, the first from prizes, exhibitions, scholarships, fellowships, &c., the latter from large grants of the public money, towards which, as tax-payers, the middle classes contribute a very large amount, thus assisting in providing for those below them a better education than they can secure for their own children. The question therefore recurs—bearing in mind what has been stated—is it proper and desirable to add classics to the programme of instruction in the Model Schools? In a public document of this character it is, I feel, my duty to confine myself strictly to a brief enumeration of

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the facts and circumstances illustrative of the actual condition of primary education in the ten school districts under my superintendence. Facts, not opinions, are, I am aware, what the Commissioners desire to elicit from their Inspectors; but the introduction of classical studies into the District Model Schools has been so generally and, I may add, favourably discussed by the truest friends of education in these northern districts, that I feel bound to advert to the subject in this Report. Few among those whose opinions on subjects connected with education command respect, dissent from the opinion that the addition of classics to the present course of instruction in the District Model Schools would increase the public usefulness of these institutions to an extent far beyond what is generally conceived.

With these preliminary remarks I shall now proceed to give an abstract of the answering of the pupils whom I found present in the 70 ordinary National Schools fully inspected by me during the past year. Reading, arithmetic, penmanship, and writing from dictation, were, as usual, the subjects upon which my examination mainly turned. The figures in annexed tables exhibit at a glance the proficiency of the pupils in those elementary branches. Of 2,271 children examined in reading, 301 read remarkably well in Third or higher class books, 712 read lessons in the most advanced sections of Second Book fluently and with distinct enunciation, while 305 had made but partial progress in same book, which means that they were unable to read words of more than two syllables. However, an additional year at school, assuming even half attendance, would, with moderate diligence, qualify them to read words of three and four syllables very correctly. I found 687 children in first or lowest class, their average age being considerably under seven years. Nearly one-half of these infants read, without much trouble, short sentences comprising monosyllables of four or five letters; the rest of the class consisted of two divisions, one of which could read words of two or three letters, but the other had not quite mastered the alphabet; their average period of attendance at school did not exceed ninety days, extending over the greater part of a year. These results, embodied in the usual form of percentages, run thus:—

	Total number of Pupils examined,	Per cent.
Able to read correctly in Third or higher Class Books,	301	13.2
" the most difficult lessons in Second Book,	712	32.5
Unable to read advanced sections of Second Book,	305	13.9

A few observations explanatory of the meaning of these returns are, I think, required. By correct reading, I understand the ability to read in an easy, flowing tone, and with a tolerably distinct enunciation. Errors of pronunciation, peculiarities of accent, and, above all, imperfect articulation, are, from causes beyond the teacher's influence, unavoidable in most elementary schools, which should in justice be measured by a standard possible of attainment by the great majority of National teachers. It may be an exaggeration to say that "learning to read is the most difficult of all human attainments;" there is, however, some truth in the statement, as all engaged with the actual business of primary education well know.

Numerous, indeed, are the obstacles, which can only be overcome by long and patient exertion, before children can be got to read, without faltering and constant pauses, words of two or three syllables. This will be readily understood if we only consider the nature of the rough, raw material with which the teachers have to deal. Their greatest difficulty arises from the naturally imperfect articulation of the class of children whom it is their business to instruct; and it is very necessary to bear in mind that the most skilful and efficient teachers can, at the best, but partially succeed in improving the coarse, clumsy, and indistinct

utterance which the children of the humbler classes acquire in their respective homes long *before* they commence to attend school. It is often extremely difficult to catch the meaning of what they read, mainly in consequence of their imperfect, indistinct articulation of the letters, especially of the consonants. Readers of this class are requested, over and over again, to speak up; for a moment or two they probably raise the tone and pitch of the voice, but quickly relapse into their customary faulty enunciation.

The question naturally suggests itself for consideration—how can these difficulties be overcome, or even partially remedied? Mere verbal instructions on the best method of teaching reading are practically of little service to teachers, who may study with the utmost attention the several rules of accentuation, the entire synopsis of intonation, and the laws of pronunciation, and still find themselves none the better qualified to teach reading.

Nevertheless, a few short practical rules to remedy faulty enunciation resulting from an imperfect use of the organs of speech, are much required. They might easily be printed on small tablets, circulated among the teachers, and hung up in every school. Many who would never think of perusing intricate essays on the art of reading, would very probably turn to profitable account a few simple suggestions on a subject of paramount importance.

Teachers, for example, should be required to practise their junior classes in articulating in clear, distinct tones the long list of words which children of the uneducated poor find it difficult to pronounce. The admirable combinations given in the Board's first reading book are well adapted for such a purpose. In most girls' schools special exercises having no other object but to improve the children in using the organs of speech could be effectually carried out, because female teachers usually read and articulate very distinctly. In some of the boys' schools, principally in charge of probationary or third-class teachers, whose enunciation is faulty and defective, there is, I fear, but slight hope of permanent improvement in the reading classes.

Bearing in mind, however, the numerous obstacles which the teachers have to encounter, the *relative* proficiency of their pupils in reading cannot be regarded as unsatisfactory. I use the word *relative*, for what is styled expressive, intelligent reading is quite beyond the reach of the average schools attended by children with whom slurring in speech and imperfect enunciation are habitual.

Reading is very imperfectly taught in a small proportion of schools principally in charge of old, untrained teachers, whose places will in due course be filled by monitors or pupil teachers, the latter generally good readers, owing to their lengthened course of training and instruction in the National District Model Schools—institutions, by the way, which have contributed, in no small degree, to elevate in popular estimation the character and qualifications of the National teacher.

Arithmetic, which ranks in the school programme as one of the three primary essential branches of knowledge, receives all the attention which its importance and practical usefulness demand. The principle of local values, and the precise significance upon which the theory of numeration is based, are intelligently taught in nearly every National School. The children of Sequel and higher classes seldom fail to write rapidly and correctly from dictation difficult numbers to six or seven places of figures. In most schools the children can work intricate questions in Compound Division before they enter third class—a satisfactory amount of proficiency for young persons whose ages barely, if at all, exceed nine years. This, I am happy to add, is the fruit of varied and multiplied exercises in the elementary rules, which once thoroughly mastered, the learner's difficulties are at an end.

It is important to bear this in mind, since the ability to perform opera-

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tions in the advanced rules with accuracy and promptitude mainly depends upon the labour and time which have been spent in acquiring a sound, practical knowledge of the cardinal operations—addition, subtraction, multiplication, and division. Assuming that these, by frequent exercises, are made familiar to children, the teacher will find it a comparatively easy task to get them to understand that all other arithmetical processes are reducible to addition and subtraction—that proportion, interest, and other rules variously designated, are merely combinations and applications of two very elementary operations.

Care should also be taken to impart a clear, thorough perception of the principle of proportion, and to illustrate by a few examples its wide-spread application to the higher rules of practice, interest, and profit and loss. A few *fundamental* principles in connexion with the theory of arithmetic can be made quite intelligible to children of average capacity, with little trouble or loss of time; for the elementary truths of arithmetic, on which all rules ultimately depend, are, like the axioms of geometry, very few and very simple.

Grammar and arithmetic are to boys what logic and mathematics are to men; but in the actual details of school routine, the facts warranting the comparison are unfortunately but seldom realized.

In the annexed table will be found the results of the answering of 1,743 pupils examined by me in the simple rules, compound division, proportion, and practice.

		Per cent.
Total number examined,	1,743	—
Able to work readily and correctly a sum in Simple Subtraction,	725	41.5
Able to work a sum in Division of Money,	411	23.5
„ Proportion or Practice,	191	10.8

I further submit for the information of the Commissioners specimens of the questions which I proposed to these children. Without this information it would be impossible to form a correct estimate of the real character of their answering. The general statement that so many worked questions in simple rules, so many in compound rules, and so on, is not sufficient, because considerable diversity occurs in questions under the same rule, some of which can be solved by the mere beginner, while others demand thought and a dexterous application of principles in their solution. As in the actual business of commercial life nearly every question is calculated by the simple and compound rules, or at most by the simplest application of proportion, I have purposely avoided all intricate and catch questions, which, however admirable as exercises for training the mind to habits of thought, are practically useless beyond testing the mental acuteness of a few clever boys. This, manifestly, would be injurious to the school and unjust to the teacher.

Questions proposed to pupils advanced in Second Book.—Write down in figures, four thousand and four. Find the sum of 987, 6983, 14, 11010, 697, 9, 8086. From 4004 take 909. Name and explain the terms used in subtraction.

Questions proposed to pupils in lowest division of Sequel Class.—Write down in figures, twelve thousand and twelve. Find the sum of £96,587 19s. 6d., £849 6s. 9½d., £6 0s. 0½d., £145 17s. 11d., £4,004 9s. 9¾d., £16 16s. 7d., and subtract it from £125,000. What is the difference between the simple and compound rules?

Questions proposed to pupils in higher division of Sequel and lower division of Third Class.—Write down seven millions seven thousand and seventeen. If a landlord lay out 8,593 acres, 3 roods, and 30 perches in 97 farms, how much land will each contain? If 39 cwt. of butter cost £149 15s. 9d. what did it cost per cwt.?

Questions proposed to Fourth Class and very advanced Third Class pupils.—How many inhabitants to the square mile in Ireland, the area of

which is thirty-two thousand five hundred and nine square miles, and the total population five millions seven hundred and sixty-five thousand and forty-three? Find the value of 19 sacks of flour, each weighing $2\frac{1}{4}$ cwt., at 2s. 6d. per stone. If a servant's wages be £20 15s. for 12 months, how much will he receive for 8 months?

Questions proposed to Fifth Class pupils.—Find the values of .05 of £3 12s., and .09125 of a cwt. If 8 men in 16 days can mow 120 acres of grass, how many men can mow 100 acres in 6 days? If a grocer purchase sugar at 4d. per lb., at what rate per lb. should he sell it to realize a profit of £20 per cent.?

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Children attending National Schools commence to write on slates at a very early age, when their strong power of imitation can easily be turned to good account, by training the eye and practising the hand in drawing parallel and looped lines. Exercises of this kind are extremely useful in infants' schools, where the supervision is careful and incessant, but as the reverse is usually the case in what are styled juvenile schools, writing on slates should only be encouraged when the teacher is known to instruct his junior classes as to the correct writing position, the proper way of holding the pen, and the requisite inclination of the strokes. There is no reason why this should not be done in small schools, but where the attendance is large the difficulty of superintending the way each child holds his pen, and the amount of attention he pays to his copy-piece, is practically very great; in such cases the teacher's supervision must be more or less incomplete. As penmanship is, however, a mechanical attainment, it can be quickly and efficiently taught by strict adherence to a few simple rules, carried out, as far as practicable, under the teacher's eye. I do not in the least advocate the introduction of those systems (chiefly borrowed from Germany) which, however plausible in theory, are, when reduced to practice, found to be cumbersome and ineffectual. But there is nothing to prevent children from being taught, as a preliminary lesson, the angle of slope, the size and proportion of the letters, and the necessity of drawing the strokes alternately broad and narrow.

These simple heads of instruction are frequently neglected in the ordinary National Schools—in which very young children are set to copy long words, such as *Independence*, *Hieroglyphic*, &c., the letters of which are so absurdly large that many of the down strokes cannot be completed without stopping once or twice—a bad habit, as it unquestionably contributes to the spread of that stiff, cramp style of penmanship, which is so fruitful a source of complaint to the Board's Inspectors.

Again, in many schools the children's copy-books are disfigured by the strange appearance of what should be the heavy broad strokes, but which are quite fine at the top and bottom, and in the middle resemble small circular blotches. This strange grotesque style is very popular in some localities, and it is not always easy to induce the teachers to change it for one more sightly and symmetrical.

It is my gratifying duty to state that the District Inspectors officially associated with me, have been at great pains to impress upon the teachers under their superintendence the necessity of improving the writing classes. Before recommending any teacher for supplemental salary, or for promotion to a higher class, they must be satisfied that at least a reasonable proportion of the children attending his school write a fair legible hand. This course, to which no teacher can reasonably object, meets my hearty approval. And here I may remark, as the result of my experience, that those schools in which penmanship is most neglected, are in every other respect proportionately useless and inefficient. This, indeed, might be presumed *a priori*, because the absence of at least a tolerably good writing class is the surest sign that the teacher has been unmindful of his other duties, since penmanship, unlike other branches of instruc-

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tion, is simply a mechanical attainment, involving no tax on the higher faculties of the mind; it should therefore be successfully taught in every school having any claim to public usefulness. And this is true even of teachers whose handwriting is poor or middling; they cannot, of course, succeed in making first-class writers, but with moderate attention and a judicious employment of the appliances at their disposal, it is quite in their power to abolish the wretched scrawl which is still met with in a large number of the National Schools.

Writing from dictation forms an essential part of the course of instruction in every National School, however humble its aims; and as it is a subject upon which the Inspectors take special trouble to test the proficiency of the classes, results on the whole satisfactory have been realized. Under a judicious teacher a double benefit accrues from these exercises—they help to improve the style of penmanship by gradually rendering it less cramp and laboured, while they, at the same time, constitute the best corrective for bad spelling, which oral instruction alone can never thoroughly eradicate. It frequently happens that children who spell very well orally, make numerous mistakes when called upon to write from dictation comparatively easy words. Hence the necessity of training the eye to written exercises, in order to secure good spelling. This is generally understood by the National teachers, who, as already stated, pay considerable attention to their classes engaged in writing from dictation, with what results may be gathered from the annexed table:—

Total number examined in Penmanship,	Per cent.
able to write fairly or very well on paper,	1,280 —
examined in Writing from Dictation,	494 38·6
writing fairly or very well from Dictation,	611 —
	462 75·6

It is in my power to give one most gratifying proof of the excellent moral character of the National teachers as a body. During the four years which have elapsed since I entered upon the duties of my present office, I have had nearly 2,000 of these teachers under my superintendence. Had a serious complaint been preferred against any of them, it would, as a matter of course, have reached me. But I am proud to say, that out of this large number of teachers, not one has been brought before a magistrate for any offence, great or small. What is equally creditable, the Commissioners had no cause to fine or dismiss one of them, during a period extending over four years, for intemperance, immorality, cruelty, or rough usage towards their pupils. These are significant facts; they tell their own story, and require no comment from me.

Not many years ago the old Irish schoolmaster was pretty generally regarded as the very personification of silly self-conceit and learned ostentation; his eccentricities and foibles were the favourite theme of low anecdote and ribald jest. Much of the sarcasm and ridicule heaped upon him was but too well deserved—the just punishment for his ignorance and pretentious charlatanism. Now the facts are all the other way. True, the National teacher still occupies an humble position in the muster-roll of society, but he has, by his uniform good conduct and steady demeanour, won general respect. All doubt as to his attainments and fitness for his office is removed by the systematic professional training he receives in the Central or District Model Schools, by the periodic examinations which he undergoes, and by his certificates of classification—the best credentials of efficiency and zeal.

Notwithstanding all this, it is too true that the calling of the teacher fails to secure him a proper, well-defined social position, to which his occupation, demanding a constant and vigilant exercise of the intellectual faculties, justly entitles him. His position in another important respect is likewise exceptional. At twenty-five years, a clever, active

teacher holds nearly as high a position in respect both of classification and emolument as he does at fifty; there is no career open to him as there would be in other branches of the public service and in other walks of life. Some of our best teachers would gladly embrace any other occupation offering more cheering prospects, but the want of means to emigrate, inability to procure nomination for civil service appointments, and other causes to which it is unnecessary to advert, oblige them to retain their present situation. This feeling of dissatisfaction would, I believe, rapidly diminish, and after a time wholly disappear, if a suitable provision were made for old, deserving teachers, who have spent the greater part of their lives in the public service. I know the teachers of the Model Schools attach special value to their appointments, in consequence of the regulation which, in the event of infirmity and failing health, entitles them to a small yearly sum by way of superannuation. The extension of a like privilege to the entire body of National teachers would be hailed as the greatest boon the Commissioners could confer upon them.

The following summaries exhibit the nature of the attendance and the proficiency of the pupils in the schools inspected by me during the year :

SUMMARY I.

Number of National Schools inspected in detail during the year,	70
	Males. Females. Total.
Number of pupils present at examination,	1,304 902 2,206
Average number of pupils on rolls for last 12 months,	46·9 31·3 78·2
Average number of pupils in daily attendance for last 12 months,	24·3 15·9 40·2
Total number of teachers employed—principals,	56 13 69
„ „ assistants,	7 9 16
	Males. Females.
	£ s. d. £ s. d.
Average amount of Board's salary to each principal teacher,	27 1 2 23 6 4
Average amount of local contribution to each school,	£8 12 9

SUMMARY II.—The pupils examined were classed as follows:—

Subjects.	Boys.	Girls.	Total.	Subjects.	Boys.	Girls.	Total.
Lesson Books :				Arithmetic—continued.			
Book I.,	386	301	687	Compound Rules,	245	156	401
„ II.,	337	281	618	Proportion,	101	56	157
Sequel,	218	181	399	Practice, Interest, &c.	45	18	63
Book III.,	197	83	280	Mental,	257	145	402
„ IV.,	141	50	191	Writing :			
„ V.,	25	6	31	On Slates only,	408	342	750
Total,	1,304	902	2,206	„ Paper,	794	486	1,280
Grammar :				From Dictation,	368	243	611
Parts of Speech only,	419	283	702	Branches for Females :			
Parsing and Syntax,	297	116	413	Sewing,	—	182	182
Derivations,	106	32	138	Knitting,	—	156	156
Composition,	48	4	52	Netting,	—	39	39
Geography :				Embroidery,	—	26	26
Lessons on Maps only,	523	387	910	Cutting-out,	—	46	46
From Text Books :				Extra Branches :			
Local,	382	168	550	British Poets,	46	12	58
Mathematical and				Mensuration,	52	—	52
Physical,	115	25	140	Geometry,	51	—	51
Arithmetic :				Algebra,	28	—	28
Tables only,	387	334	721	Book-keeping,	63	—	63
Simple Rules,	405	315	720	Music,	142	96	238

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SUMMARY III.—Results of Examination of Pupils—

Head Inspectors' Reports on Schools Inspected and Teachers Examined.		Number ascertained by actual examination.	Per-centage to the number learning.
<i>J. G. Fleming, esq.</i>	Reading :		
	Able to read Second Book correctly,	712	32·5
	any of the higher books with ease and intelligence,	301	13·2
	Grammar :		
	Acquainted with the Parts of Speech <i>only</i> ,	209	23·1
	Able to parse syntactically,	118	8·4
	Derivations :		
	Acquainted with Prefixes and Affixes,	110	22·
	English Etymologies,	80	38·5
	Greek and Latin Roots,	42	20·
	Geography :		
	Acquainted with Map of the World <i>only</i> ,	501	31·3
	Maps of Europe and Ireland,	136	8·5
	General course of Geography,	32	2·
	Arithmetic :		
	Able to set down figures to five places,	349	20·
	figures to seven places,	401	23·
	Able to work correctly and readily a sum in Subtraction,	725	41·5
	a sum in Division of Money,	411	23·5
	Proportion or Practice,	191	10·8
	Penmanship :		
	Able to write fairly,	294	22·9
	with ease and freedom,	200	15·6
	Dictation :		
	Able to write from dictation a sentence with tolerable accuracy,	262	42·8
	a short <i>passage</i> with ease and correctness,	216	35·3

Examination of Teachers.—About one-half of the teachers who attended the written examination held during Easter week, obtained a step in their respective classes; thirty-two were not recalled to the oral examination, owing to the imperfect character of their written exercises; twenty-two, although summoned to the oral examination with a view to promotion, acquitted themselves indifferently on some essential subjects, and consequently derived no advantage from their answering at the written examination; finally, twenty-one were dismissed for signal failure in the elementary branches—reading, penmanship, arithmetic, and writing from dictation. These unsuccessful candidates were all probationers, and had been a very short period in charge of their respective schools; with two exceptions, they were very young men who had barely attained their twentieth year.

I think it right to mention, that three of them were cripples, who should never have been allowed to fill the situation of schoolmaster, for which they were physically as well as intellectually disqualified. The Board's circular, issued many years ago, prohibiting the appointment of lame and deformed persons to National Schools, is not always enforced as stringently as it should be. I respectfully recommend its reissue for the guidance of those gentlemen who, from the short period they have been in the Board's service, are comparatively new to their duties.

I would further suggest, that copies of *all* important circulars already issued by order of the Commissioners, be placed in the hands of every Inspector; this would dispel numerous errors and misconceptions in reference to the business of inspection, which entail much official correspondence that might easily be avoided.

Of sixty-eight classed teachers who took part in the written examination, forty-three only were recalled to the subsequent oral examination; of these latter, all, with four exceptions, got promotion. This large amount of success is mainly owing to the wise discrimination exercised by the

District Inspectors in selecting candidates for promotion, thus excluding persons not likely to attain the minimum standard of acquirements, below which no teacher can expect any addition to his salary.

Again, considerably more than one-half of these promotions were merely from lower to higher divisions of third-class, a single step, which teachers with any reasonable claim to scholarship can and do readily obtain. The remaining promotions chiefly consisted of teachers classed III¹, who also gained but one step, viz., second division of second class, by which their annual incomes were increased by £4. Of twelve candidates aspiring to first class, two only reached the requisite standard of attainments; they had passed very many years in the public service, during which their schools had always been favourably reported upon by the District Inspectors. Five teachers in lowest division of first class, attended the written examination; of these, two were not summoned to the oral examination, two obtained a step each, and one was advanced to the first division of first class—the highest any teacher can reach.

From the foregoing abstract it appears that the promotions were chiefly confined to third class teachers who, as already observed, can, with a little preparation, pass from lower to higher division of the lowest class, recognised by the Commissioners. The extensive range of subjects upon which first and second class teachers are examined, demands much study and careful reading on the part of candidates aspiring to these higher grades.

Of seventy-three female teachers who attended last year's examination, fifty-nine were probationers, and fourteen had been previously classed; only seven of them, however, were in any division above third class. Seventeen probationers were advanced to lower division of third class, eleven to higher division of same class, and one to second division of second-class. Twenty-one remained, as they were being allowed further trial, for another year; but nine were dismissed for gross ignorance of all that it most concerns an elementary teacher to know. Eight classed teachers were promoted, only one of them, however, to first class. It is to be regretted that quite one-half of the probationers examined answered so badly that, if strictly dealt with, they should have been recommended for dismissal. They were, however, without exception, very young persons (many of them by the way assistants and not principal teachers in charge of schools), and as they gave some evidence of ability they have been retained on trial, with the hope that after the lapse of another year they may pass a satisfactory examination for some division of third class. Arithmetic and Lesson Books were, as in former years, the subjects upon which they obtained the fewest number of marks. With some rare exceptions they read fairly, and their style of penmanship was, generally speaking, neat and legible, although scratchy and angular; defects, by the way, which too frequently disfigure the handwriting of female teachers.

I cannot speak too favourably of the conduct, demeanour, and appearance of the 240 teachers who presented themselves for examination during the past year. In their dress they avoided the extremes of slovenliness and excessive finery, and their manner throughout was quiet and respectful. They evinced, on all occasions, cordial feelings of friendship and good-will towards each other, as became persons engaged in the same honourable task of qualifying, by patient and careful study, for the efficient discharge of important duties.

Again, although these examinations extended over a period of some months, and were attended by many young inexperienced teachers belonging to seven different counties, yet I had no reason to administer a single word of caution or reprimand to any one of them for carelessness, loss of temper, or inattention to the regulations necessary to be observed on such occasions. All this is the more creditable, as many of the probationary

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and indeed classed teachers had reason to feel disappointed with the character of their answering, which excluded them from all chance of promotion.

To remain perfectly calm under so trying an ordeal, to avoid under peculiar and exceptional circumstances, the slightest ebullition of feeling or irritability of expression, is in itself a good moral exercise demanding considerable control over one's tongue and temper. This, however, is but one of the advantages resulting from every oral examination conducted with calmness and patience. To pass such a test in a creditable manner, requires considerable preparation and much patient study, which contribute to store the mind of the young teacher with a great deal of valuable information on those subjects which comprise the course of instruction for children attending National Schools. It may not indeed fulfil the ideal scheme of the objectors who assign little meaning or value to any system of oral examination, but in practice it has been found to work well, and beyond all doubt it has exercised immense influence in improving the teacher's acquirements both as regards quality and amount. By excluding comparatively useless and irrelevant matter from the teacher's programme of study, his attention has been mainly directed to those subjects which it is his special duty to master. The oral examination once abolished, there would be an end of that honourable and emulous, but not jealous rivalry, which proves, in every walk of life, the best spur to industry and perseverance. There would be an end of that generous principle of self-reliance which springs from an open, equal conflict between mind and mind. There would be an end of those opportunities for the measure of self by the standard of others by which all unconsciously profit, and which surely and quickly reduce pretentious assurance to its proper level, and endow timid merit with reasonable confidence.

I remain, Gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c., &c.

*Timothy
Sheahan,
esq., A.M.*

No. 6.—GENERAL REPORT for the year 1862, of TIMOTHY SHEAHAN, esq., A.M., T.C.D., Head Inspector.

May 1, 1863.

GENTLEMEN,—I have the honour to submit, for the consideration of the Commissioners, my general report upon the schools inspected and the teachers examined by me in the year 1862.

It is unnecessary to enumerate here the various duties attached to the office of Head Inspector, as they have been stated in detail in former reports; these remain constant, and must continue so until some further division of labour be adopted to render the work of inspection more thorough and effective.

Examination of Schools.—In the early part of the year it was found convenient to make a change in my group of districts, and place under my charge the Athy and Mountmellick districts, instead of those of which Trim and Longford are the centres. In each of the ten districts forming my group, I have visited and examined schools—in some more than in others where, in previous years, more of my time was devoted to inspection. I had also, on several occasions this year, and in different districts, to discharge duties belonging to District Inspectors, owing to the change or removal of these officers.

I examined and forwarded full reports upon 89 schools, and made short reports upon 97 others, the examination of each of which occupied me from half an hour to two hours. On these latter occasions I was able to

judge of the general state of the schools visited, and had time, not only to discover any existing defects, but to point out remedies for their correction. In many cases, too, when I found a pupil of capacity and aptitude for teaching, I selected him for a monitorship, where the attendance justified the appointment. I invariably attached it as a condition to these appointments, that the party was liable to be removed or dismissed if he did not at his first examination merit by his answering a gratuity for the teacher, except some satisfactory explanation could be offered. I have known threats of this kind to exercise a salutary influence no less over the teachers than the monitors; for any smart lad, with ordinary industry and the special instruction the teacher is bound to afford him, should, at the end of a year from the date of his appointment answer respectably in the subjects set down in the programme for monitors in the first and second years.

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In different parts of the country, especially along the western coast and in the adjacent islands, the office of paid monitor is eagerly sought after by parents, as the only means they have of putting forward their children, and giving them an opportunity of rising to something above the lowly level of all around them. Every appointment thus made rouses others to qualify and compete for new vacancies, while the interest so awakened brings the importance and advantage of the education offered in the schools strongly before the public mind, and tends to secure a more regular and punctual attendance.

In other respects, I have found these short visits attended with advantage. These were cases where the poor teachers received from the managers little countenance or support, no local contribution or endowment from patrons, and from the parents little or nothing in the way of fees; in fact they had to depend upon the Board's salary, not only for the maintenance of themselves and their families, but for funds to keep up a supply of books and other requisites, to be sold to the pupils at reduced rates. I found several such persons disheartened, and driven almost to despair by the circumstances of their position. Fortunately it was in my power to speak encouragingly to them, and show how they could secure the various gratuities offered by the Commissioners to teachers of energy and efficiency.

On the occasions when the schools were fully examined, all these opportunities offered and were not overlooked; but advantages of a still more important character were obtained from a just and careful measurement of the work performed by teachers within a certain time, and under existing circumstances, whether favourable or otherwise. These examinations serve the well-qualified and successful teachers, as their merits are thereby better understood; and in the case of the obscure and less successful, the causes which had affected the working of their schools were traced and exposed—whether neglect or want of qualification on their part, or circumstances beyond their reach, and which of themselves they could not obviate. These, when reported, called for immediate action, and measures were speedily taken for their correction.

The results of these examinations, when considered in reference to the District Inspectors, are by no means unimportant, inasmuch as they furnish the best grounds for estimating the ability, zeal, and efficiency with which these gentlemen perform the most serious functions attached to their office.

Where the schools are in a high state of efficiency, it can be seen how far their general condition may be owing to the influence exercised by the District Inspector in the course of his examination, and by the observations and suggestions left at its close for the teacher's guidance and attention. These are preserved in the Observation Book, and if written fully, are expected to give a clear account of the proficiency of each class

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at the date of his inspection, and show any defects that may have then existed. When intelligent and well-trained teachers apply themselves with a proper spirit to the work undertaken by them, little remains to be done by the Inspector, beyond examining the classes, and ascertaining the nature of their progress; but teachers, though deficient in these important points, may, if zealous and faithful, be materially benefited by the hints and suggestions of an active Inspector.

In my report for the year 1860, I took some pains to put forward my views in reference to the duties of Inspectors when visiting and examining schools, the practical objects of inspection, and the mode of proceeding that appeared best calculated to effect it. As copies of the Head Inspectors' Reports for that year were not furnished to the District Inspectors, and the views then propounded have been strengthened by a more enlarged experience, I do not see how I can better employ the space allowed for this report, than by inserting that portion of my former report in which these views are expressed:—

“When I visit a school for the first time, I at once direct my attention to the system of organization on which it is conducted. A brief examination of the Time Table, and an inquiry into the extent of the teaching power employed to carry out the arrangements therein set down, enable me to form a pretty accurate opinion on this point. I next get the school into working order, and have the head master, the assistant, and monitors (should there be any), engaged at their respective duties. By this means I can judge of the intelligence and skill of each, and ascertain whether he is equal to the work assigned him. I have before me, too, the nature and extent of the principal teacher's personal instruction, and can see whether any classes, being altogether left to the care of monitors, may not be suffering injustice by being excluded from his own tuition. In the course of the past year I had several opportunities of exposing to teachers the worthlessness of monitorial teaching; there were cases where monitors were found unable to explain words in the First Book. But, worse still, these same monitors were in a state of double ignorance, for they never hesitated to give words in explanation which, though not correct, were quite satisfactory to themselves. Proceeding to higher subjects, such as grammar and arithmetic, I found no difficulty in proving how utterly inadequate monitors were of themselves to instruct any class, or teach any subject. By thus exposing the unsoundness of the system, when monitorial teaching was not duly superintended and supplemented, I was in a position to insist upon the teacher's distributing his time fairly amongst all his pupils, and paying especial attention to the junior classes. These being the weakest, require peculiar care and skill, whereas, the more advanced, if well instructed while in the junior classes, are every day becoming a little independent and studious, and, as they proceed, learn to carry out of themselves the rules and instructions laid down for their guidance.

“Having satisfied myself as to the character of the monitor's or assistant's capacity for teaching, I next call upon the head teacher, to take up the advanced classes, and examine them on the different subjects set down in their respective programmes. I may here observe, that in few instances have I witnessed, even by highly classed teachers, a judicious and an intelligent examination on the subject-matter of the reading lessons. When strange forms of expression or difficult passages appeared, they exhibited no ready command over the analyzing process to separate the different clauses and show their relations and connexions in the sentences; nor did they attempt to simplify the language, and give its meaning in words which could be more easily understood by the pupils. I cannot call to mind any occasion where I found the following words understood by a class of children, or by paid monitors, and more than once the teachers themselves did not clearly understand their meaning—‘The Daisy enamelleth the Fields.’ These words are found in the Second Book of Lessons. The words ‘disarms resentment by submission,’ occur in the lesson on “The Dog,” in the Third Book. These and similar expressions are seldom explained or understood. Again, I have been frequently obliged to suggest to teachers the propriety of requiring their pupils, when asked the meanings of difficult words, to give in explanation such words as could be substituted for them in the sentence, and to be very particular in every case to get the meanings in the same parts of speech as the words in question. It is not long since I heard a trained teacher of long standing and a high class give ‘to endure,’ as a meaning for ‘patient;’ and ‘to wish or desire,’ in explanation of ‘wistfully.’

“Teachers are disposed to get over the reading lessons in a careless and hurried manner. As has been well observed, they rather hear them read than teach them reading. Instead of taking due pains to secure a distinct articulation and proper

expression, they lightly notice any defects that may appear, and pass on without dwelling on them or calling the attention of the whole class to them, and showing how they should be corrected. Whenever cases of this kind came under my notice, I invariably suggested short lessons, and showed how the teacher (by reading out, with care and due expression, the sentence that had been faultily read, and then requiring the pupil to read it after him, and, in case it should be still read badly, by calling upon the other pupils to point out where the mistake lay), could by persevering, so command their attention and discipline their ears, as to make the defects palpable to every one of them. When this plan is adopted with the pupils in the first or lowest class, there will be little trouble with the same in the higher books, for they will have no bad habits to unlearn, as in the case of children placed under ignorant or careless teachers. On these occasions I did not omit referring to that golden rule given in the Preface to the First Book, for the guidance of teachers: it is there recommended to teachers to make their pupils perfectly acquainted with one lesson before they proceed to another.

“There offered like opportunities of pointing out defects in the teaching of grammar and arithmetic; also, in writing from dictation. I took advantage of these, so that when examining a class on grammar, I was able to give some useful hints on analysis, the construction of sentences, and, on what is not generally understood, the uses of the auxiliary verbs. The force and meaning of these verbs were more clearly learned from Lindley Murray’s grammar, as the old teachers were better acquainted with it than with the text-books now in use. These latter are adapted rather for pupils than teachers. I showed in the best manner I was able, how a dictation exercise could be made at the same time an exercise in composition. I took pains to prove the importance of a thorough knowledge of the doctrine of proportion to the advanced pupils in arithmetic, and invariably urged the necessity of affording them due time for working out examples at the desks, that they might become expert and accurate at computation. The principles or reasons of the rules are now more generally explained and understood; yet due care is not always taken to make the pupils acquainted with the technical terms employed.

“When offering teachers hints or suggestions in reference to any defects I may have discovered, I invariably supported them by reasoning, and so quietly proved the advantage of their being attended to. Acting thus, I did not become in their eyes an object of dread; on the contrary, I received from them expressions of gratitude for the services I had rendered, and was afterwards applied to when they had any difficulties to be explained. An Inspector, as it appears to me, should not be satisfied with merely discovering and exposing defects, but, as far as the short time allowed for inspection would permit, should explain the nature of them and point out remedies for their correction.

“After making myself acquainted with the general working of a school, I next proceed to what appears to me one of the most important functions of an Inspector, a personal examination of the classes. I make it a rule to commence with the lowest class, and when I find here evidence of the teacher’s own work, I conclude that everything is going on well, and that the higher classes are not neglected. If, on the contrary, I meet with bad pronunciation, incorrect spelling, careless reading, and an ignorance of the meanings of the difficult words (the sure results of mere monitorial teaching), I entertain a strong suspicion that the second class pupils are equally neglected; and, extending my examination, I sometimes find that it is the advanced pupils alone that are made the objects of the teacher’s own immediate attention. Teachers have many and very strong inducements for devoting most of their time to the head class pupils. It is their answering in the presence of visitors that makes a character for their schools. Managers, too, are often taken with it, and seek no further proofs of the master’s faithfulness and efficiency. But an Inspector’s range of inquiry should extend beyond sounding the depth of a teacher’s skill and intelligence, or ascertaining what a high state of proficiency a class may be brought to. He is bound to see whether the requirements of the programmes are fulfilled in the case of all the classes in the school, and not of one only. In order, then, to form with any degree of certainty an opinion on this point, and be able to prepare a proficiency table, he should himself examine the several classes in the different subjects set down in their respective programmes, for it is on the results of such an examination alone, a true estimate of the character of a school can be arrived at. Besides, while accurately measuring the work done, he is rendering justice to the zealous and faithful teachers, who feel the obligations of their office, and their relation towards the youngest and the poorest pupils as well as the wealthiest and most advanced, and keep in mind that the grant of salary is made by the Commissioners—(1) to secure for the children of the poor a higher order of education than they could otherwise attain; and (2) to afford the less dependent classes the advantages of the superior education intended for the more humble.

“The examination of a school by an Inspector of intelligence and experience is often attended with other and important advantages. His mode of examining must prove instructive, especially to untrained teachers, and his example in securing the

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Appendix C. collective attention of a class during simultaneous instruction should assist them in understanding and mastering this most important point. In this respect few teachers are entirely successful. Some fail through slovenliness and a habit of getting through the work mechanically, and without combining individual with simultaneous instruction in order to render the latter effective. Others, again, though zealous and well-disposed, are unsuccessful because they are unable to realize a due amount of influence over the minds of their pupils. The true means to secure this influence is often a puzzle to teachers. Some would still have recourse to corporal punishment, others to severe language or restraint. But those measures being based on false principles, cannot possibly reach the mind so as to fix the attention and prevent abstraction. The teachers who find no difficulty in commanding the whole mind of every member of a class, however large, are those who show themselves masters of the subjects they undertake to instruct in, and entertain a sincere concern for the improvement of the pupils under their tuition.

Head In-
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"These observations have been suggested by my own experience. There is not a defect I have hinted at of which I could not furnish numerous instances; and the means recommended for their correction have been repeatedly applied, and found successful."

The following is a return of the Teachers, Male and Female, in the 89 Schools examined by me, according to their respective ranks, and a classification of the Schools in regard to condition or state of efficiency:—

Classification of Teachers.		State of Efficiency of Schools.										Total.	
Class.	Division.	Good.		Fair.		Middling.		Bad.		Very Bad.			
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
First,	I.	2	2	—	1	—	—	—	—	—	—	2	3
"	II.	1	1	—	—	1	—	—	—	—	—	2	1
"	III.	3	1	2	—	—	—	—	—	—	—	5	1
Second,	I.	3	2	4	1	1	2	—	—	—	—	8	5
"	II.	—	—	6	3	3	—	1	—	—	—	10	3
Third,	I.	2	—	7	2	5	2	2	—	—	—	16	4
"	II.	—	—	3	6	7	4	—	—	1	—	11	10
Probationers,		—	—	1	1	5	—	1	—	—	—	7	1
		11	6	23	14	22	8	4	—	1	—	61	28

In most of the schools under the heads "good and fair," I was able to trace the improvement of the pupils to the diligence of the Inspectors, and in many of the 97 schools that were only partially examined, I was happy to find their labours attended with like success. All these, with few exceptions, had been examined each term, so that no serious defects could have remained unnoticed.

There are still in the North Dublin District several schools upon which I had to make unfavourable reports, the teachers as far as I could learn were entirely to blame, and so long as they are retained no change for the better can be expected.

In the Westport District matters are in even a worse state. There is a continual change of teachers in the schools, owing partly to the poverty of the country, and the measures recently taken by the Roman Catholic Bishops in reference to the Central Training Establishment. The untrained teachers are anxious to leave for schools under lay managers, or for the Training Schools, even at the risk of not being permitted to return to their own school after being trained. Should these measures be rigidly carried out, I fear many of the schools now in operation must be closed or committed to the care of mere lads. The cause of education may not ultimately suffer, as the landed proprietors and their agents are becoming very active in getting up schools where they are required through the country.

Amongst the schools visited by me in the Dublin District, were those attached to the Richmond District Lunatic Asylum. They were the first of the kind taken into connexion by the Board, and several were sceptical

as to the wisdom of the measure, being impressed with the notion that the insane could not be treated as ordinary pupils, or derive benefit from such instruction as is given in our National Schools. Doctor Lalor, the Resident Physician and manager of these schools, so far back as the year 1852, on his appointment to the charge of the Kilkenny Asylum, was anxious to procure for the inmates there, the advantages of a National School, and addressed to the office a long letter containing his views on the subject. The matter, though not then followed up, was not lost sight of by him, and some time after his appointment to his present situation the Governors of the Asylum, at his suggestion, made grants of salaries for male and female teachers. A trial was then made, and the results which followed were found to correspond with his anticipations. After they had been over a year in operation he applied to the Commissioners to have them taken into connexion on the same terms as work-house schools, and upon a special report which I was called on to make in the case, they were placed on the roll of National Schools. I have since then examined them and reported favourably of their progress. I have taken from the last report of the Resident Physician the following extract in which he enters minutely into the subject of the education of the insane, and shows the success of the system on which it is carried out here. It will, I have no doubt, be read with interest :—

Appendix C.
Head Inspectors' Reports on Schools Inspected and Teachers Examined.

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“Education of the Insane.—As the Board of Governors are aware, our schools have been placed under the National Board of Education, and enjoy the high advantage of their admirable system of teaching, which, having already effected so much good for our sane population, and for our criminal classes, has now been introduced into our lunatic-asylum system, in which I feel confident it is calculated to work equally beneficial effects. A free grant of books and other school requisites, to the amount of £10, was made by the Board of Education to our schools at the onset of our connexion; and we have the benefit of inspection and school requisites at reduced prices. The following time table will perhaps convey a clearer notion of the way in which the system is carried out here than any other mode of description.

“TIME TABLE.

“Richmond Lunatic Asylum, Female National School, General or Combined Ordinary Instruction, from 9:30, A.M., to 2 o'clock, P.M., including one hour for recreation.

“Occupation of School Time.

Morning.		Mondays and Wednesdays.	
9½ to 10½ o'clock,	•	•	Recreation in play-ground.
10½ to 10¾ ”	•	•	Chant : “How glorious is our Heavenly King.”
10¾ to 11½ ”	•	•	Writing on Slates and Writing on Paper.
11½ to 12 ”	•	•	Singing Lessons.
12 to 1 ”	•	•	Reading, Spelling, and Explanation Lessons.
1 to 1¼ ”	•	•	Geography for 3rd and 4th classes; Needlework for 1st and 2nd classes.
2 ”	•	•	Evening Hymn : “Lord, dismiss us.”
Morning.		Tuesdays, Thursdays, and Saturdays.	
9½ to 10½ ”	•	•	Recreation.
10½ to 10¾ ”	•	•	Chant.
10¾ to 11½ ”	•	•	Writing on Slates and Writing on Paper.
11½ to 12 ”	•	•	Dictation for 3rd and 4th classes.
12 to 1 ”	•	•	Arithmetic, Tables, &c.
1 to 1½ ”	•	•	Grammar, 3rd and 4th classes; Sewing for 1st and 2nd.
1½ to 2 ”	•	•	Evening Hymn.
Morning.		Fridays.	
9½ to 10½ ”	•	•	Recreation.
10½ to 10¾ ”	•	•	Chant.
10¾ to 11½ ”	•	•	Writing.
11½ to 1 ”	•	•	Religious instruction, 1½ hour.
1 to 1½ ”	•	•	Needlework, Knitting, Crochet.
1½ to 2 ”	•	•	Evening Hymn.
Evening.		Tuesdays, Wednesdays, and Fridays.	
4 to 5 ”	•	•	Needlework, Singing, and Music.

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"The time table and branches of teaching in the male school are similar, making allowance for the exclusion of branches which are peculiar to females, such as needlework.

"The total number of distinct pupils on the rolls of the school at any time in the year has been 104 males and 94 females. The average number of pupils on the rolls for the year has been seventy-five males and seventy females. The average daily attendance for the year has been forty-seven males and sixty-seven females. The classification of the total number on the rolls in the last quarter is as follows: First Book, nine males and eighteen females; Second Book, eight males and twenty-four females; Third Book, twenty-nine males and twenty-one females, and Fourth or higher Books, twenty males and twenty-eight females. Total, sixty-six males and ninety-one females. The daily attendance at school at present is, males, fifty-eight; females, one hundred. The religious denominations of the pupils have been—Established Church, eleven males and fifteen females; Roman Catholic Church, fifty-four males and seventy-six females; Presbyterian Church, one male. The average age of the male patients has been twenty-seven, and of the females twenty-six years; there are two male and two female paid teachers, and at least one paid attendant is always assisting in each school-room by teaching and keeping order. Two female patients, who had been teachers, assist in teaching in the female schools, and in both male and female school-rooms some of the better educated patients act as monitors; at present there are three school-rooms for the males and three for the females. The progress made in this department is shown by the above school statistics to a certain extent only. The system of education carried out here aims at the development of the physical, moral, and industrial faculties, no less than at literary instruction. Hence, some share of time and attention of the school classes is devoted to amusing and gymnastic exercises, to music and singing, to industrial and systematic employment, and to religious instruction, and the good health, order, contentment, happiness—in a word, the more healthy tone of the mind and feelings which result, cannot be set down in tables. I cannot doubt that a system similarly carried out in other asylums would tend to the happy results which continue to increase here, with increased experience and knowledge of details; but I much fear that a system which aims at literary instruction only, and still more, if this be only occasional, and not continual, will lead to little good.

"The great Pinel has said, 'that thirty years' experience had taught him that a striking analogy subsists between the art of educating and teaching the young and that of managing the insane, as the same principles are applicable to both.' The no less distinguished Conolly has told us, 'that all the experience obtained in the attempt at instruction of the patients in Hanwell Asylum was of a nature to encourage perseverance and an extension of them, and to make it appear probable that most of the aids of juvenile, or at least, of infant education, may yet be introduced into lunatic asylums for the poorest patients, with results not only singular in their character, but generally beneficial to the patients, and in accordance with all that it is endeavoured to effect by other means.'

"It appears to me that those important truths so long since put forward on the subject of the education of the insane by the two greatest promoters of improvement in the treatment of this unfortunate class, have not been carried out equally with most of the other great principles which they introduced or worked out. And yet those principles have always been admitted, and never, that I know of, denied. Practical experience has satisfied me completely of what ten years since, on logical principles, I had concluded must be the case—viz., that the true basis of the moral treatment of the insane rests on the same principles, and can be best carried out by the same details, as are found efficient in the education of the sane. It is with great pleasure, therefore, that I find so much has been done, and with the most successful results, to realize those principles here, and the favourable notice taken by Dr. Gilchreest, of the Dumfries Asylum, in Scotland, of the progress which the educational system had made in this asylum, makes me hope that the system is appreciated elsewhere, and will extend, as I believe it deserves to do. Education tends to correct insane delusions by the pre-occupation of the mind with correct notions of things. Class or school education withdraws the moping melancholic from his solitary musings, and brings him into cheering and improving association with his teachers, and with his class fellows, of a lively disposition. But those whose intimate and daily knowledge of the insane makes them acquainted with that class of cases in which previous defective, moral, or intellectual culture forms the basis certainly, perhaps the essence of their disordered mental condition, ought not to be slow in recognising education as the true and natural corrective of what is less a disease than the normal consequence of wrong training and wrong habits, of thought, feeling, or action. In such cases it may be expected that the duration of school discipline and education ought to be proportionate to the duration of the previous wrong training. In those cases, whilst some functional derangement of the organ of the intellect has to be appropriately treated, the whole intellectual and moral system at the same time has to be re-constructed and reformed. Recovery in

such cases is more likely to be gradual than sudden, and a gradual recovery is also more likely to be permanent than a sudden one, if such should occasionally occur. In the past, good results of the system of educating the insane pursued here, and in its great prospective advantages, I am sure that the Board of Governors will find ample reward for the zeal and readiness with which they have supplied the means of introducing and working out the system."

The following Table shows the number of the Male and Female Teachers who were examined, and the results of the examination in reference to the different ranks:—

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Head In-
spectors'
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spected and
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Classification of Teachers before Examination.	Number Examined.	Teachers Examined—Recommended for								Stationary.	Not Recalled to Oral Examination.	Absent from Oral Examination.	Dismissed.	Total.
		1st Class.			2nd Class.		3rd Class.							
		I.	II.	III.	I.	II.	I.	II.						
MALES.														
Probationers,	83	—	—	—	—	—	22	30	21	3	1	6	83	
Third Class, Division II., .	12	—	—	—	—	1	3	—	1	7	—	—	12	
" Division I.,	15	—	—	—	1	7	—	—	—	7	—	—	15	
Second Class, Division II.,	10	—	—	—	3	—	—	—	4	3	—	—	10	
" Division I.,	8	—	—	—	—	—	—	—	1	7	—	—	8	
First Class, Division III., .	2	—	1	—	—	—	—	—	—	1	—	—	2	
" Division II.,	2	—	—	—	—	—	—	—	1	1	—	—	2	
Total,	132	—	1	—	4	8	25	30	28	29	1	6	132	
FEMALES.														
Probationers,	69	—	—	—	—	—	20	28	16	—	—	5	69	
Third Class, Division II., .	16	—	—	—	—	—	11	—	5	—	—	—	16	
" Division I.,	9	—	—	—	—	5	—	—	4	—	—	—	9	
Second Class, Division II.,	7	—	—	—	4	—	—	—	3	—	—	—	7	
" Division I.,	—	—	—	—	—	—	—	—	—	—	—	—	—	
First Class, Division III., .	—	—	—	—	—	—	—	—	—	—	—	—	—	
" Division II.,	1	—	—	—	—	—	—	—	1	—	—	—	1	
Total,	102	—	—	—	4	5	31	28	29	—	—	5	102	

Paid Monitors.—I feel much pleasure in being able to report a marked improvement in the general answering of the paid monitors who attended the examinations this year; this observation applies more strongly to the large number that presented themselves from the convent schools. The ladies in charge of these schools throughout this District, are leaving nothing undone to make themselves acquainted with the most improved methods of teaching and school management, and these can be carried out only by the aid of monitresses judiciously selected, and carefully instructed.

I have the honour to be, Gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

To the Secretaries, &c., &c.

Appendix D.

Distribution of the National Schools: does it accord with the distribution of the population?

APPENDIX D.

EXTRACTS from the ANNUAL REPORTS of the DISTRICT INSPECTORS, for YEAR 1862.

No. 1.—*Distribution of the National Schools: does it accord with the distribution of the population?*

District 1, Letterkenny; Mr. Hickey.—It does, generally. There are, however, seven or eight localities in the district in which National Schools are still required.

District 2, Londonderry; Mr. Graham.—Yes, it does.

District 3, Coleraine; Mr. M'Ilroy.—As stated in former reports, the distribution of the National Schools fairly accords with that of the population. There are a few cases in which the schools are too near each other; but it is unnecessary to specify them, as, owing to conflicting interests, no change could be effected. A school is required in the neighbourhood of Ballintoy: this is the only locality in this district which requires one.

District 4, Ballymena; Mr. Gillic.—Yes, it does.

District 5, Ballyclare; Mr. Irvine.—In this district the distribution of National Schools can be said to accord very fairly with that of the population. There is no place out of reach of a National School. A few new houses are required, and will, I expect, soon be erected; but these are chiefly to supersede old and inconvenient houses that have become unfit for school purposes.

District 6, Strabane; Mr. Craig.—The distribution of National Schools in this district accords fairly with the distribution of the population, except in two contiguous parishes, where the clergymen of the Established Church are opposed to National Education.

District 7, Maghera; Mr. MacDonnell.—The distribution of the National Schools in the district accords fairly with that of the population. This appears from the following Table, which shows the number of National Schools in the respective towns of the district, and also those within a distance of three miles of these towns.

Name of Town.	Population of Town.	Number of National Schools in Town.	Number of National Schools within three Miles of Town.
Newtownlimavady,	3,206	5	6
Magherafelt,	1,390	4	7
Maghera,	1,162	5	7
Kilrea,	993	2	7
Dungiven,	917	2	10
Portglenone,	842	2	3
Garvagh,	785	1	8
Moneymore,	781	—	2
Castledawson,	663	2	4
Bellaghy,	608	1	2
Tobermore,	445	2	7
Draperstown,	383	2	6
Swatteragh,	222	2	3
Curran,	159	1	3
Ballyronan,	116	1	2

The only town in the district without a National School is Moneymore.

District 8, Belfast North; Mr. Nesbitt.—In general it does. Some cases of rural schools too contiguous.

District 9, Belfast South; Mr. W. R. Molloy.—In the rural portion of the district the distribution of the schools is in fair accordance with that of the population. In Belfast, owing to the increase in the population, more schools are required. These are likely to be soon supplied.

District 10, Newtownards; Mr. Osborne.—If I had a good National School at Killinchy and another at Ballywalter I would consider my district fairly supplied.

District 11, Donegal; Mr. Currie.—For the most part it does.

District 12, Sligo; Mr. Kennedy.—The distribution of the schools is, generally, in

accordance with that of the population. In two or three localities additional schools are still required. There is scarcely any established where there would not be a sufficient number of pupils if they could be induced to attend.

District 13, Enniskillen; Mr. J. Brown.—The following tabulation shows (A) the parishes in this district, (B) their respective populations, (C) the number of National Schools in each parish, (D) the average number of the populations, and (E) the average number of children of school-going age depending upon each school.

Distribution of the National Schools: does it accord with the distribution of the population?

A.	B.	C.	D.	E.
Clogher,	713	2	357	143
Derrybrusk,	942	2	471	189
Cleenish,	8,068	13	621	248
Kilskeery,	7,343	11	668	267
Aghavea,	4,834	7	691	276
Devenish,	5,841	8	730	292
Galloon,	2,599	3	866	347
Enniskillen,	12,608	14	901	360
Magheracross,	3,865	4	966	387
Boho,	1,933	2	967	387
Aghalurcher,	12,845	13	988	395
Derryvullan,	7,336	7	1,048	419
Inishmacsaint,	6,440	6	1,073	429
Kinawley,	2,732	2	1,366	546
Killesher,	3,705	2	1,853	741
Rossorry,	2,719	1	2,719	1,088
Trory,	1,186	—	—	—

Besides the above, there are two schools suspended, and two houses not yet built, which will merely supersede two others at present representing them. There is only one National School, on an average, for every 386 children of school-going age throughout the entire district.

District 14, Omagh; Mr. Adair.—The distribution of the schools in this district corresponds very well with the distribution of the population. There is no locality of any extent which is not provided with a National School. In fact, the schools are rather too numerous in some places. I may say that the National Schools are almost the only schools for the poor in this district.

District 15, Dungannon; Mr. O'Neill.—Tolerably well. There are a few localities which are badly provided, owing to the hostility of the clergy and landed proprietors to the National System. On the other hand there are two or three instances in which National Schools are placed in injurious proximity. About twenty additional schools, if judiciously placed, would be quite sufficient to meet the educational wants of this district.

District 16, Armagh; Mr. S. Brown.—The distribution of National Schools in this district does accord with the distribution of the population. The deficiency referred to in previous reports is now fairly supplied.

District 17, Downpatrick; Mr. Patterson.—The distribution of the schools accords very nearly with the distribution of the population, the exception being the barony of Kinelarty, in which the National Schools are not proportionately numerous.

District 18, Monaghan; Mr. Dowling.—There is scarcely any portion of the district insufficiently supplied with schools.

District 19, Newry; Mr. Morell.—Generally speaking, it does.

District 20, Ballina; Mr. Healy.—Yes; there are, however, many places in the district that have neither National nor other schools, where, from the amount of population, fairly attended National Schools might easily be maintained.

District 21, Swineford; Mr. Roantree.—It does.

District 22, Boyle; Mr. J. W. Rodgers.—There may be a few localities in which schools are still required, but in general the supply is abundantly sufficient for the educational wants of the population.

District 23, Cavan; Mr. MacCreanor.—Yes, save in two localities, in which there are Endowed or Church Schools.

District 24, Bailieborough; Mr. Bole.—The schools are almost all admirably situated, as to locality. There are very few places in the district where schools are very much wanted; and in those places steps are likely to be taken very soon to have the want supplied. There are not any places in the district where the schools are too numerous, or too close to one another; and the means of education are very fairly within the reach of all classes of the community.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—Yes: all the schools, with one exception, are situated in localities in which there is population sufficient to afford a fair attendance; but there are several localities with large populations and without schools. If the present population should continue in this district, about 12 new schools will be wanted, viz., 4 in the parish of Ross, 2 in Islandeady, 2 in Partry, 2 in Ballinakill, 1 in Aughagour, and 1 in Killgever. It is not likely, however, that the present population can continue as numerous

Appendix D. as it is, as, owing to the poverty of the soil, the severity of the climate, and the want of certainty that crops will ripen, it is decreasing, and apparently destined to decrease still more.

Distribution of the National Schools : does it accord with the distribution of the population?

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—In the parishes of Killaconnican, Kilbrew, and Burry, National Schools are still wanted. There are appearing on the map of the district some *small* parishes where National Schools have not yet been established; but the children in these parishes can conveniently attend the National Schools already in operation in adjoining parishes.

District 30, Dublin, North; Mr. O'Carroll.—Yes, it does.

District 31, Ballinamore; Mr. Kealy.—In general it does. About five additional National Schools are required. In a few localities there are, I think, too many schools in close proximity. A considerable number of the school-houses are not large enough for the accommodation of the pupils.

District 32, Tuam; Mr. M'Sweeney.—The schools are irregularly distributed. There are only two ordinary National Schools within a circuit of four miles; there are four within a circuit of seven miles; and the remainder are situated at distances varying from nine to thirty-three miles. The official centre, Tuam, has a population of 8,000, without a single National School.

District 33, Mullingar; Mr. D'Arcy.—The distribution of schools does accord with the distribution of the population, except, perhaps, in one parish, Moate, in the south-western part of the district.

District 34, Galway; Mr. Wilson.—In the eastern portion of the district the schools are conveniently situated for the masses of the population, and nearly in sufficient numbers; but in the western portion, including Connemara, there is an almost total want of National Schools, the field having been left open to the agents of the Irish Church Mission Society, who have extensively occupied it. It was subsequent to the erection of their schools that any effort was made for the establishment of the present National Schools in the barony of Ballynahinch. In only two localities are the National Schools too numerous.

District 35, Loughrea; Mr. Simpson.—Very fairly. The population of the town and neighbourhood of Ballinasloe would support another National School but for those endowed by Earl Clancarty. In the rural portions of the district the distribution is in fair accordance. In some eight places schools are still required.

District 36, Parsonstown; Mr. M. FitzGerald.—The distribution of the National Schools accords fairly with the distribution of the population. There are still, however, a few localities in which schools have not been established; and taken altogether, the school accommodation is not adequate to the wants of the district. Here, as elsewhere, the famine, and subsequent emigration, have affected the population—in some localities so much that schools formerly largely attended are now comparatively deserted; but in only one instance has it been found necessary to close a school from this cause. At present there is one school for every 7·4 square miles of area; and one school-house for every 9·87 square miles. At the end of 1861, there was only one school for every 8·2 square miles, and one school-house for every 10·2 square miles. This shows a well defined increase in the school accommodation of the district during the year 1862.

District 37, Maynooth; Mr. MacSheehy.—Within the district, including as it does a considerable portion of the Bog of Allen, and also large tracts of pastoral country, there are extensive spaces which are too thinly inhabited to support schools, and from which, consequently, any children who are sent to school at all can only be so sent when the season is favourable to long walks to and fro. In more populous parts of the district there are still some half-dozen places unprovided with National Schools. The neighbourhoods are poor, from their mountainous situation or inferior soil. In one of them—Blackditches, county Wicklow—a double school-house has, I understand, been lately erected, but I have not heard whether or not it is intended to connect the schools with the Board of National Education.

District 38, Dublin, South; Mr. MacDermott.—Yes, it does.

District 39, Tullow; Mr. Mitchell.—Yes; as far as my limited experience of this district enables me to judge.

District 40, Wicklow; Mr. Mahony.—Except in the Wexford portion of the district, where schools are still scattered eight, ten, and twelve miles asunder, the distribution of schools is nearly adequate. Within the past year or two, schools have been provided in localities where they were very badly wanted; so that, with the exception mentioned, education is now nearly within the reach of all.

District 41, Portarlington; Mr. Porter.—In my report for the year 1861, I stated that the distribution of the National Schools in this district accorded generally with that of the population. Little has occurred since then to render a modification of that statement necessary. In two localities, however, where heretofore private schools existed, National Schools have been established; and a new school in the neighbourhood of Tullamore now supplies the wants of a locality not before provided with means of education. The rural portions of the district are, perhaps, as closely studded with schools as the thinness of the population will admit. Two of the principal towns continue to be deprived of the advantages which National Schools afford.

District 42, Gort; Mr. Sweeny.—Not one of the schools in operation in this district could be dispensed with. In every instance the school is favourably situated for the convenience of the children expected to attend it. About ten schools, however, are much needed in a few of the parishes of the district. In the parishes of Kilbeacanty and Kilmoon no National School is in operation, although a school-house, vested in trustees, and representing two schools, is in each, but which are now turned from the object for which they were erected.

District 43, Thurles; Mr. Lawler.—It does accord with the distribution of the population.

District 44, Athy; Mr. Coyle.—Yes, very much so.

District 45, Ennis; Mr. O'Galligan.—No; the baronies of Islands and Moyarta, which contain the principal centres of population, (Ennis 7,800 souls, Kibrush 4,471, and Kilkee 1,869,) are still very inadequately provided with National Schools. This deficiency is partly supplied by "hedge" schools, and those under the patronage of the Church Education Society, and Endowed School Society. In the barony of Clonderalaw, some of the managers are very apathetic; and the attendance at the National Schools under their superintendence falls much below the average for the district, while "hedge" or "dame" schools of a very low character flourish in their vicinity. The number of schools in that portion of Inchiquin which is included in this district, is inadequate to supply the wants of the poorer classes; but the latter are thinly scattered, and do not sufficiently support the schools which are already in operation.

District 46, Tipperary; Mr. Potterton.—Very fairly. The population of the district, especially as regards the humbler classes, being almost exclusively Roman Catholic, and the schools being mainly got up by parochial assessment, and in the vicinity of the parish chapels, or chapels of ease where the parishes are very large, the distribution of our schools corresponds, in an unusually large measure, with that of such places of worship, and with very beneficial effects, too, as regards convenience of attendance, owing to centrality of situation.

District 47, Kilkenny.—Mr. Bradford.—They are well distributed. They are located in the places where schools are most required.

District 48, Dungarvan; Mr. J. G. FitzGerald.—Generally speaking, yes; but there are seven parishes in the district in which there are no National Schools.

District 49, Waterford; Mr. O'Loughlin.—Yes; but eight or ten additional schools are required. Three, however, are about to be established at once, and others are in contemplation.

District 50, Wexford; Mr. Dugan.—Generally speaking, the distribution of the National Schools within the district accords pretty fairly with that of the population. In the neighbourhood of the village of Blackwater, however, a few additional schools are needed; for example, in the parishes of Ballyvaldon and Castle-ellis. Again, in some portions of the district the National Schools are somewhat too numerous for the wants of the population; thus, Rathangan, Tullyconna, and Kilmore No. 1 Schools, in the barony of Bargy; Creakan, near New Ross, in Bantry; Tottenham Green, in Shelmalieri West; and Tacumshin, might well be dispensed with. When these schools were first established, I have no doubt that they commanded a fair attendance; but at present, from the thinness of the population, owing to emigration and the consolidation of land holdings, they are not needed.

District 51, Limerick; Mr. O'Callaghan.—In most instances it does accord.

District 52, Newcastle; Mr. Robinson.—At the close of last year there were ninety-nine schools on the roll of this district (six of which had not been in operation during any portion of it). Eleven new ones have been added during 1862, only four of which are operation schools. The change is, therefore, unimportant, so far as the actual work of teaching goes; but so large an increase as eleven schools on roll in one year, shows that the local parties are now aware of the importance of obtaining increased accommodation, and makes me hopeful of reaching the number (150) which I showed, in previous reports, to be absolutely necessary to make the district complete. I may add that there are now *three* new applications to be reported for 1863.

District 53, Clonmel; Mr. Lane.—Yes, it does.

District 54, Tralee; Mr. O'Driscoll.—In the northern parts of the district the distribution of the schools accords, generally speaking, with that of the population; but in the south-eastern and western parts the supply of schools is not at all sufficient. In the large towns of Tralee and Dingle there is not a male National School.

District 55, Macroom; Mr. Strong.—Yes; though I am of opinion that many additional schools are needed in the district.

District 56, Mallow; Mr. MacLochlin.—Fairly so.

District 57, Killarney; Mr. Macnamara.—It accords fairly with the distribution of the population.

District 58, Bantry; Mr. H. W. M. Rodgers.—Generally speaking, the schools are, in this respect, well situated. There are, however, two or three localities in which additional schools are required. In two of these this want is likely to be soon supplied. In several schools the average attendance is low, but in none so low as to render it desirable to withdraw the Board's grant.

District 59, Dunmanway; Mr. O'Connell.—The distribution of the National Schools in this district does accord with the distribution of the population.

District 60, Cork; Mr. Sheehy.—It does, pretty well.

Appendix D.
Distribution of the National Schools: does it accord with the distribution of the population?

Appendix D.

No. 2.—Other Schools for the poor within the Districts respectively.

Other
Schools for
the poor
within the
Districts re-
spectively.

District 1, Letterkenny; Mr. Hickey.—There are some Parochial and Church Education Society's Schools, the character and condition of which I have not been able to ascertain, on account of my short residence in the district.

District 2, Londonderry; Mr. Graham.—In that portion of the county Londonderry in my district there are 30 schools; and in that portion of the county Donegal in my district there are 10 schools.

District 3, Coleraine; Mr. McIlroy.—Of schools under the Church Education Society there are 13; under Erasmus Smith's Board, 4; schools in connexion with the Methodist body, 2; other schools, 11. Total, 30.

District 4, Ballymena; Mr. Gillic.—There are not more than eight or nine schools for the poor which are not National.

District 5, Ballyclare; Mr. Irvine.—There are very few schools in this district but those connected with the National Board. In Larne, Glynn village, Randalstown, Ballynure, and Muckamore, there are Parochial Schools. Larne, I believe, is pretty well attended; Glynn is either closed, or ready to be so; Randalstown is doing little, though freest from opposition; Muckamore holds out inducements for children to attend. The female department of Ballynure has entirely disappeared. In Antrim town there is an Erasmus Smith School, latterly much improved under skilful teachers; besides, there is an infant school, in connexion with the Methodist Chapel, and patronized by Lady Massereene. In Randalstown there is also an infant school, supported by ladies.

District 6, Strabane; Mr. Craig.—Of the other schools within the district, the schools in connexion with the Church Education Society are the most numerous. The following is a correct list, as far as I could ascertain, of these schools:—Crewbridge, Clogher, Erganagh, Blackcross, Raphoe (female), Convoy (male and female), Carnagallagh, Ballindrait, Bodoney, Killygordon, Stranorlar, Strabane (female), Strabane (infant), Leekpatrick, and Ballylaw. There are Endowed Schools at Lifford, Carrigans, Ruskey, and Stranorlar. There is a Monks' School in Strabane. There are a few Dame Schools, and some Hedge Schools in the district.

District 7, Maghera; Mr. MacDonnell.—There are about ninety other schools for the poor within the district; more than one-half of these belong to members of the Established Church, and the remainder, with the exception of a few private schools, to Dissenters of various kinds.

District 8, Belfast North; Mr. Nesbitt.—There are several schools connected with the Church Education Society, which I have had no time to visit.

District 9, Belfast South; Mr. W. R. Molloy.—The only other schools for the poor in this district may be said to be those in connexion with the Church Education Society. Their number is inconsiderable. They are mainly in the county Down.

District 10, Newtownards; Mr. Osborne.—In connexion with Erasmus Smith's Board, 4 schools; Church Education Society, 10; Methodist Mission, 1; endowed by landed proprietors, or sustained by public subscriptions, 8; adventure poor schools, 6. Total, 29.

District 11, Donegal; Mr. Currie.—Throughout this district a few schools are still to be met with, which either derive aid from religious associations, such as the Church Education and Methodist Connexional Societies, or else are entirely supported by private beneficence, from funds appropriated for educational purposes. To this latter class belong the Erasmus Smith and Robinson Schools, the funds for the support of which accrue from bequests made by the founders. I need hardly remark of the above-named schools in general, that, so far as I have had an opportunity of judging, they fall much below the average of National Schools, as well in the amount and quality of the instruction given as in their general tone and aspect.

District 12, Sligo; Mr. Kennedy.—As nearly as can be ascertained, there are about forty of these, almost exclusively in connexion with the Church Education Society. I have not been able to obtain much information regarding them; with the exception of those in Sligo, the attendance is generally small.

District 13, Enniskillen; Mr. J. Brown.—The annexed table shows, (A) the parishes in this district, (B) their populations, (C) the number of National Schools, (D) the number of other schools for the poor, (E) the average number of the populations, and (F) the average number of children of school-going age depending upon each school:—

A.	B.	C.	D.	E.	F.
Clogher,	713	2	1	238	95
Aghavea,	4,834	7	7	245	183
Magheracross,	3,865	4	6	386	155
Devenish,	5,841	8	7	389	156
Cleenish,	8,068	13	7	403	161
Kilskeery,	7,343	11	6	432	172
Galloon,	2,599	3	3	433	173
Derrybrusk,	942	2	—	471	189
Killesher,	3,705	2	5	529	212
Trory,	1,186	—	2	593	237
Aghalurcher,	12,645	13	8	612	245

TABLE—continued.

Appendix D.

A.	B.	C.	D.	E.	F.	Other
Boho,	1,933	2	1	644	258	Schools for
Derryvullan,	7,336	7	4	667	267	the poor
Kinawley,	2,732	2	2	663	273	within the
Enniskillen,	12,608	14	4	700	280	Districts re-
Inishmaesaint,	6,440	6	2	805	322	spectively.
Rossorry,	2,710	1	2	906	363	

On an average there is only one National or other School for the poor, for every 229 children of school-going age throughout the entire district.

District 14, Omagh; Mr. Adair.—Other schools for the poor in my district are Dro-more, Fintona, Gillygooly, and Seskinore, Church Education Society; Omagh, Christian Brothers.

District 15, Dungannon; Mr. O'Neill.—There are a number of schools in connexion with the Church Education Society. I have had no opportunity of personally ascertaining their condition and prospects, but I have learned, from good authority, that they are, generally speaking, in an inefficient state.

District 16, Armagh; Mr. S. Brown.—There are in connexion with the Church Education Society, 78; Erasmus Smith's Board, 12; Charter School, 1; Christian Brothers, 1; private schools, 8. Total, 100 in my district.

District 17, Downpatrick; Mr. Patterson.—For every three National Schools in this district there are at least two non-National Schools.

District 18, Monaghan; Mr. Dowling.—The only schools not connected with the Board to be found in this district, are those maintained by individuals or societies connected with the Established Church. They number about twenty. The daily attendance at these schools probably averages twenty pupils to each.

District 19, Newry; Mr. Morell.—There are about thirty Church Education Schools in the district. These schools, with very few exceptions, are thinly attended and badly supported. A large proportion of them are but in nominal operation. I do not know of any Hedge Schools in this district.

District 20, Ballina; Mr. Healy.—So far as I have had means of ascertaining, these may be classed as follows:—Church Education Schools, about 20; Wesleyan, a few; Presbyterian, about 12; Endowed Schools, 3; Hedge Schools, several.

District 21, Swineford; Mr. Roantree.—In the neighbourhood of the National Schools inspected during the year by my predecessor or myself, there are five schools in connexion with the Church Education Society, two Presbyterian Schools, and no fewer than twenty-two Hedge Schools.

District 22, Boyle; Mr. J. W. Rodgers.—These consist chiefly of private schools, most of which are badly conducted, and of schools deriving aid from the Church Education Society and from landlords.

District 23, Cavan; Mr. MacCreanor.—The Church Education and locally endowed Schools are pretty numerous in the north and west of this district.

District 24, Bailieborough; Mr. Bole.—There is one very extensive school at Oldcastle, at one extremity of the district, established and supported by a bequest. Besides this there are a few Church Education Schools in various parts of the district. None of these interfere, to any material extent, with the National Schools, as they are, for the most part, situated at a considerable distance from them.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—The other schools for the poor in this district are seventeen Church Mission Schools, two Presbyterian, two Convent, two Monastery, and six private schools.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—A Charter School in Trim; two Endowed Schools in Navan; two largely attended schools in Kells—one conducted by the Christian Brothers, the other by the Sisters of Mercy. There is a school in the village of Kildalkey, under the Board of Erasmus Smith; and at Allenstown, Ardbraccan, Athboy, Ballivor, Clongill, Donaghpatrick, Navan, Rathcore, and Rathmolyon, there are schools under the superintendence of the clergy of the Established Church. There are still about a dozen private schools.

District 30, Dublin, North; Mr. O'Carroll.—Christian Brothers' Schools in North Richmond-street, in Mary's-place, and adjoining the Church of St. Laurence O'Toole, North Circular-road. Convent Schools in Upper Gardiner-street, North William-street, Cabra, Glasnevin, and Drumcondra. A Roman Catholic Orphanage near Glasnevin. A large Roman Catholic School in Mecklinburgh-street. An Established Church School in almost every parish, viz., St. Paul's, St. Michan's, St. George's, &c., in the city; and in the majority of the rural parishes, especially at Swords, Coolock, Castleknock. An Erasmus Smith School at Ballymun. Morgan's Charity Schools near Blanchardstown. The Hibernian School in the Park. The Blue-Coat School in Blackhall-street. Established

Appendix D. Church Free Schools in Lower Rutland-street; a Presbyterian School in King's Inns-street; the Established Church Orphanage, North Circular-road, &c., &c.

Other District 31, Ballinamore; Mr. Kealy.—Forty Church Education Schools; twenty-six Hedge Schools. There may be, and I am certain there are, others with which I am not yet acquainted.

District 32, Tuam; Mr. M'Sweeney.—There are two Convent Schools in Tuam for the education of girls; there is also a school conducted by the Christian Brothers; there are five schools under the Church Missionary Society, and Hedge Schools without number in various parts of the district.

District 33, Mullingar; Mr. D'Arcy.—In the principal towns there are schools in connexion with the Church Education Society, with the exception of Mullingar, where all the Protestant children attend a National School, under the patronage of the Rector, and where all the Roman Catholic boys attend a school conducted by the Christian Brothers. There are in some rural localities Hedge Schools of a low character, but even in these places National Schools will soon be established. The Church Education Schools are exclusively attended by Protestants; and with the exception of the Christian Brothers' School in Mullingar, and the few Hedge Schools above mentioned, all the Roman Catholic children of this large district are being educated in National Schools.

District 34, Galway; Mr. Wilson.—There are scattered over the district eight convent schools, conducted by monks and nuns. Six of these are, in the Roman Catholic archdiocese of Tuam, Archbishop M'Hale not permitting convents to connect themselves with the National Board. Two are in the village of Clarenbridge, on the property and adjoining the demesne of the late Sir T. N. Redington. There are also hedge schools, whose masters are generally very illiterate. The houses are bad, and almost (in some cases altogether) without furniture or fittings. In the west of the district, but principally in Connemara, Irish Church Mission Schools exist in large numbers. The houses are all excellent, with good fittings, and a fair supply of apparatus; and the masters are, on the whole, tolerably well qualified.

District 35, Loughrea; Mr. Simpson.—Other schools for the poor are, four endowed by landlords and not connected with any society; about half a dozen Church Education, one monks', and a dozen hedge schools.

District 36, Parsonstown; Mr. M. FitzGerald.—Mrs. Stoney's School, at Portland; Miss Birch's, in Roscrea; Erasmus Smith's, in Roscrea; Christian Brothers', in Nenagh; twenty-one schools in connexion with the Church Education Society; private and hedge schools. The hedge schools are but few in number, and are fast disappearing. As a general rule they exist only in localities inconveniently situated as regards National Schools.

District 37, Maynooth; Mr. MacSheehy.—No change of importance has recently occurred. I am not aware that any new school of a public character, for the lower orders, has been opened within the district, except one Church Education School on the border of King's county, which commenced late in the year, about December. From twenty-five to thirty Established Church Schools altogether are in the district, and I presume are connected with the Church Education Society. No denominational school for Roman Catholic children in either town or country. A few country schools of the old stamp maintain their ground in some localities, and some small private schools still exist in the towns of Leixlip, Lucan, and Celbridge.

District 38, Dublin, South; Mr. MacDermott.—There are poor schools attached to all the Protestant churches within the city of Dublin, and in most cases, to all within this district.

District 39, Tullow; Mr. Mitchell.—There are in the district a number of the Church Education Society's Schools; as a rule, indeed, I find that where the pupils attending the National School are exclusively Roman Catholic, there exists in the immediate neighbourhood a Church Education School, to which the Protestant children are attracted. I am aware of the existence of about seven or eight hedge schools; there may be several others of which I as yet know nothing.

District 40, Wicklow; Mr. Mahony.—The other schools for the poor in this district are—I. Carysfort Royal; II. Erasmus Smith's English, Rathdrum, Windgate's, and Gorey; III. Christian Brothers', Kingstown and Gorey; IV. Incorporated Society's, Arklow; V. Church Parochial, Endowed;—Bray, the Scalp, Kilgobbin, and Loughlinstown, county Dublin; Delgany, Greystones, Newcastle, Rathnew, Wicklow; Castlemacadam, Kilbride, and Preban, county Wicklow; Camolin and Monamolin, county Wexford; VI. Parochial, generally in connexion with the Church Education Society; Monkstown, Blackrock, Kingstown, Cabinteely, Dalkey, and Killiney, county Dublin; Enniskerry, Kilruddery, Powerscourt, Charleville, Ballinastowe, Newtownmountkennedy, Kilcoole, Killadrenan, Newcastle, Glencaly, Derrylossary, Larahbridge, Kilbride, Redcross, Scrathna, Caracole, Kilmacoo, Ballyarthur, Aughrim, Glenart Castle, Logher, Dunganstown, and Shelton, county Wicklow; Inch, Courtown, Rossminoge, Ballycanew, Balloughter, Clogh, Monamolin, Ballymore, Clonenan, and Camolin, county Wexford; VII. Schools supported by landed proprietors, chiefly for the use of their tenantry, and generally on their own demesnes, not easily ascertainable; VIII. Schools of private adventure, in which a small fee is paid, in the larger towns, such as Kingstown, Wicklow, and Arklow, and changed about from place to place, in the rural districts; IX. A few schools in which needlework only is taught and superintended by ladies' associations.

District 41, Portarlinton; Mr. Porter.—Besides the parochial schools there are hardly any others for the poor. Here and there, where the population is too sparse to support a National School, private ones are to be met with, but they are few in number, and command a small attendance. The Christian Brothers have two large schools—one in Maryborough, and the other in Tullamore; and they are just now making preparations to supplant the National School in Portarlinton.

District 42, Gort; Mr. Sweeny.—There are six Parochial or Established Church Schools, a Christian Brothers' School, and several hedge schools in the district. These last are chiefly in localities remote from National Schools, and, in several places, exist during the winter only, when the walk to the National School is considered too much for the younger children.

District 43, Thurles; Mr. Lawler.—The other schools for the poor in this district are one Christian Brothers' School, twenty-one Church Education Society Schools, and twenty-four hedge schools.

District 44, Athy; Mr. Coyle.—There are hardly any others, except in towns. There are Church Education Society Schools in Dunlavin, Monasterevan, Balinglass, Stradbally, Carlow, Leighlinbridge, and Kilcullen. There is a Church School in the parish of Croydagh, Kilabban; at Gazebo, in the parish of Castlecomer; in the parish of Lackagh, at Lackagh Church; and at Fonestown Church, in the barony of Kilcullen.

District 45, Ennis; Mr. O'Galligan.—There are—Church Education Society—male schools, two; female schools, two; mixed schools, with female assistants, six; Erasmus Smith's foundation—male schools, one; female schools, one; Christian Brothers—male schools, one; private schools under male teachers, thirty-one; under female teachers, two; total, forty-six.

District 46, Tipperary; Mr. Potterton.—There are—Erasmus Smith's (English), two schools; Established Church Parochial, or Church Education Society's schools, fourteen; private or adventure schools, forty-four; total sixty. Of these last, two will soon be applicant cases, and no less than *twenty* are in the town of Tipperary.

District 47, Kilkenny; Mr. Bradford.—There are nineteen schools under the Church Education Society, attended by very small numbers; three Convent Schools, with a large attendance; two of them were National Schools until lately; seventeen hedge or private schools, badly conducted, poorly attended.

District 48, Dungarvan; Mr. J. G. FitzGerald.—There are sixty-eight other schools in the district, viz., schools connected with the Church Education Society, and private schools, usually called "hedge" schools.

District 49, Waterford; Mr. O'Loughlin.—The other schools for the poor in this district are—I. Parochial Schools in Waterford, of the usefulness of which I have no means of forming an opinion. In other parts of the district the Protestant population is so inconsiderable that separate schools cannot be maintained. In Passage East, for example, where a Protestant school has been established, there are only a few pupils in attendance, so that the school may be said to exist only in name. II. The Convent Schools in Waterford, which, by the unremitting exertions of the clergy, are largely attended. I know little of their working, but judging from the proficiency of some of their pupils, whom I have found at times in the National Schools, I do not believe that as regards secular matters, it is very efficient. III. A very few adventure schools, of little influence for good or ill.

District 50, Wexford; Mr. Dugan.—There are seventeen Church Education Schools; attendance limited; course of instruction generally poor. Seven private or adventure schools. Three schools in connexion with the Board of Erasmus Smith; one in each of the towns of Wexford, New Ross, and Enniscorthy, and each school comprising at least two departments, one for males, and one for females. In each of the above towns the Christian Brothers have also establishments for the education of the poor; the school buildings are commodious and well fitted up, the attendance very large, and the course of instruction embraces all the subjects taught in the more advanced National Schools.

District 51, Limerick; Mr. O'Callaghan.—There are six schools conducted by the Christian Brothers. There are, also, a few schools in connexion with the Church Education Society; one on Erasmus Smith's foundation in Limerick; one built and endowed by Mr. Leamy; one built and endowed by Mrs. Villiers.

District 52, Newcastle, West; Mr. Robinson.—No remarks to make additional to those of last year.

District 53, Clonmel; Mr. Lane.—There are forty such schools in this district, viz.:—three Christian Brothers' Schools; two Nuns' Schools; sixteen Church Schools; five private (town) schools; fourteen hedge schools.

District 54, Tralee; Mr. O'Driscoll.—In almost every parish there is a Parochial School; and in the localities not supplied at present with National Schools, there is a large number of hedge schools of the worst kind. In Dingle and Tralee there are two large schools conducted by the Christian Brothers.

District 55, Macroom; Mr. Strong.—There are a few Church Schools in the towns of Macroom, Millstreet, Newmarket, and Kanturk, with some private schools. I cannot give exact information on this head, in consequence of my short residence in the district.

District 56, Mallow; Mr. MacLochlin.—I cannot say anything of the other schools for the poor in this district.

Appendix D.
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Other Schools for the poor within the Districts respectively.

Appendix D. District 57, Killarney; Mr. Macnamara.—In this district there are about ten Parochial Schools, attended by Protestant children; and one school conducted by the Christian Brothers for Roman Catholic children. Besides these there are from fifteen to twenty hedge schools.

Other
Schools for
the poor
within the
Districts re-
spectively.

District 58, Bantry; Mr. H. W. M. Rodgers.—I have been made aware of the existence of about twelve schools in connexion with the Church Education Society, and about four hedge schools.

District 59, Dunmanway; Mr. O'Connell.—Church Education Schools are scattered through the entire district. There is a Training School belonging to the Society in Bandon.

District 60, Cork; Mr. Sheehy.—No remarks to make in reference to the other schools for the poor in this district.

Increase, if
any, in the
number of
National
Schools
during the
year, and the
character of
those added.

No. 3.—Increase, if any, in the number of National Schools during the year, and the character of those added.

District 1, Letterkenny; Mr. Hickey.—Woodlands vested School became operative.

District 2, Londonderry; Mr. Graham.—Londonderry Model Schools became operative.

District 3, Coleraine; Mr. M'Ilroy.—Six schools were taken into connexion during the year, viz.:—Gorran, formerly in connexion with the Methodist body; Dervock, a new school; Macosquin, previously a Church Education School; Ballycastle (female), and Mosside (male), formed out of adjoining mixed schools; and Moycraig, formerly in connexion with the Board, but struck off, as the house was unsuitable. With the exception of Ballycastle (female), which is held in a temporary building, until a suitable house is erected, all are provided with good houses and suitable furniture. The attendance at each is fair, and, on the whole, they promise to be useful schools.

District 4, Ballymena; Mr. Gillic.—Two day, and two evening schools have been taken into connexion. The day schools are small, but the evening schools have a large attendance.

District 5, Ballyclare; Mr. Irvine.—The new schools added during the year are—Ballymoney, 8,842, a good, new house, in connexion with the Methodist Chapel, Island Magee; it was built by local subscription, supplemented by £30 from the Wesleyan Conference Fund; it is in a very satisfactory state. Groggan National School, 8,962, a new house, built by subscription; much improved since taken under the Board. When an applicant school, it was in a very unsatisfactory state; but it has recently been floored and otherwise improved, so as to be comfortable and substantial. Three schools that had been suspended at the end of the preceding year, on account of the very unsatisfactory state of the houses, are in operation.

District 6, Strabane; Mr. Craig.—Three schools have been added to the roll of National Schools in this district:—1. Ardagh, which was for many years in connexion with the Church Education Society, and was under the patronage of the Marquess of Abercorn, whose agent will now be correspondent. 2. Drumbeg, which was in every respect similar to the above. 3. Castlefin (No. 2).—This school was supported by funds supplied by the Wesleyan Church. The teacher of the school was old and infirm, and was opposed to having it connected with the Board. The present manager will have him removed, and an efficient teacher appointed.

District 7, Maghera; Mr. MacDonnell.—Eleven new schools were taken into connexion during the year. The ten schools on the Mercers' Estate are not yet fully in operation, but I expect they will soon be in a satisfactory state. The Company gives to each of the male teachers *Twenty Pounds* a-year, together with a residence, piece of land, and fuel; and to each of the female teachers, *Fifteen pounds* a-year, in addition to Board's grant and school fees. The Park School is situated in a very populous district. It is going on very well.

District 8, Belfast North; Mr. Nesbitt.—Twenty-one schools were added, nine of which are evening schools. The houses are excellent, and attendance, with one exception, very large.

District 9, Belfast South; Mr. W. R. Molloy.—Three new schools were added to the roll of the district during the year—two in Belfast, and one near Lurgan. The houses are suitable and commodious.

District 10, Newtownards; Mr. Osborne.—The new schools taken into connexion during the past year are the following:—Holywood male, female, and infant Schools, built and endowed at the sole expense of Professor Sullivan—a beautiful and suitable building; and well-conducted and successful schools. Anne-street female (Newtownards);—a good house, and successful school. Donaghadee, No. 3;—a good house, and fairly conducted school. Copeland Island;—a small school, but suited to the necessities of the island, and is doing good. Kirkistown;—largely attended, and will ultimately be very useful. Donaghmore;—formerly in connexion, but struck off for want of repairs; the house has been almost rebuilt, is enlarged and improved, well furnished, fairly attended, and will be useful. Killynether;—formerly in connexion, but struck off, because of being held by dismissed teacher. It is altogether an elementary school, fairly attended, and calculated to be useful, but is not yet conducted with vigour.

District 11, Donegal; Mr. Currie.—During the past year two schools were added to the number previously in district; these are both non-vested, and in their circumstances and condition differ nothing from others of the same class.

District 12, Sligo; Mr. Kennedy.—The following new schools were established during 1862:—

School.	Roll No.	Parish.	County.
Killieran,	8,835	Killieran,	Sligo.
Derrinloughan,	8,840	Rossinver,	Leitrim.
Corraclouna,	8,846	Cloonclare,	Leitrim.
Leckaun,	8,871	Killarga,	Leitrim.
Rosses, Lower,	8,946	Drumcliffe,	Sligo.
Ballyboy,	9,001	Cloonclare,	Leitrim.
Mount Temple,	9,004	Ahamlish,	Sligo.*
Coney Island,	9,016	Killaspugbrone,	Sligo.
Sligo Lunatic Asylum,	9,032	Calry,	Sligo.

Increase, if any, in the number of National Schools during the year, and the character of those added.

All these, with the exception of the last, are ordinary rural schools; it has been established for the patients of the Sligo Lunatic Asylum.

District 13, Enniskillen; Mr. J. Brown.

School.	County.	Character.
Kilturk,	Fermanagh,	Vested in Trustees.
Killyreen,	Ditto,	Non-Vested.
Cashelnadrea, male,	Ditto,	Ditto.
Ditto, female,	Ditto,	Ditto.
Drumawillan,	Ditto,	Ditto.

District 14, Omagh; Mr. Adair.—None added in this district during the year.

District 15, Dungannon; Mr. O'Neill.—The schools taken into connexion in this district during the year 1862 were—1. Aughestain (a mixed school), conducted by a young man of superior acquirements. 2. Drumnalmalta (mixed)—A new school house, well adapted for its destined use. 3. Perry-street (mixed)—A good school-room, in the immediate vicinity of the Wesleyan Meeting-house; teacher conducted it for the past eleven years, with tolerable success, on his own account. 4. Innismagh (mixed)—A very fine school-house, built at the expense of Sir William Verner, fitted up in the best style, and well supplied in every way; conducted by a 2nd class male, and 1st class female teacher (man and wife); a commodious residence provided for teachers by the patron.

District 16, Armagh; Mr. S. Brown.—Four day schools and one evening school have been added. Corcain and Eglis are small; Tullyroan and Thomas-street, day and evening, are well-attended and efficiently conducted schools.

District 17, Downpatrick; Mr. Patterson.—Two schools (Ballynahinch No. 2, and Dro-more No. 3) have been added. They are small schools—one in connexion with a Wesleyan congregation, and the other in connexion with a Presbyterian.

District 18, Monaghan; Mr. Dowling.—Five schools were added to the roll during the year. Three of those (Drumuck, Cornanure, and Gortmore) were visited during the year. The others, Lemgare and Lackagh, had been visited at the close of 1861, but the decision of the Board did not take place until January, 1862. These five belong to the non-vested class; the aid given by the Board consisting of grants of salary and books. Four of them are held in superior, slated houses, built for the purpose by the parents of the pupils; the fifth is held in an unsuitable house; the aid granted to continue for a stated period, pending the erection of a new house. In all, the teachers are suitable and the instruction efficient. Aid was granted towards the erection of a new house for the use of the existing Gransha National School, at present held in an unsuitable building.

District 19, Newry; Mr. Morell.—One school was added during the year.

District 20, Ballina; Mr. Healy.—The six following schools have been taken into connexion with the Board during the past year:—1. Aughlean.—This school, if put in proper repair, and under the management of an efficient teacher, could not fail to be of very great service, as it is situated in a populous and wild, primitive district of Kilmore Erris; unfortunately, no well-qualified teacher can be got to go to such a place. 2. Ballycastle (3).—The aid to this school is, as yet, confined to books. 3. Charles-street.—A good room, partially furnished; promises to be a fairly conducted school. 4. Glencullen.—A plainly built and furnished house; much required in the locality. 5. Kilbride.—An humble room, humbly furnished, but required in the neighbourhood. 6. Newtown-White.—A good room, well furnished. From the interest which the patron, Lord Arran, takes in this nascent school, I have little doubt but it will be well conducted.

District 21, Swineford; Mr. Roantree.—Two non-vested rural schools, namely, Treenag-laragh and Cleragh, parish of Killeadan, county Mayo, have been established within the year. Both are situated in mountainous localities, very poor, very populous, and having no proper road communication with the surrounding country. The schools are numerous

* Grant for building.

Appendix D. attended. An assistant is employed in one, and an assistant is required in the other. The school-houses are thatched, and have clay floors. An application to build a vested school in lieu of one of them is before the Board.

District 22, Boyle; Mr. J. W. Rodgers.—Five schools—Tangier, Castle Baldwin, Tirannagh, Knockroe, and Knockarush—have been added to the roll during the year. The first may be characterized as respectable, the second tolerable, and the others indifferent. Building grants were made to two schools.

District 23, Cavan; Mr. MacCreanor.—The following six new schools were added during the year 1862 to this district:—Cavan, male, No. 2; Finnee, male; Garriross, mixed; Tullyvin, female; and Milltown male and female, building.

District 24, Bailieborough; Mr. Bole.—Six new schools have been taken into connexion during the year; Derrygooney, Latsey, Bailieborough ordinary, Ballynageam, Mullagh (female), and Corlea. Two of these are good schools, and the other four pretty fair.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—The schools added to this district during the year are—Kylemore, vested in Board; Carrownsiskey, vested in Board; and Tallagh, non-vested. The Carrownsiskey school-house has not yet been opened for business, but the building is very nearly complete.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—The only increase during the year has been two schools at Ardenew.

District 30, Dublin, North; Mr. O'Carroll.—Richmond Lunatic Asylum, male and female, attended by about 150 of the patients, or one-fourth of all in the establishment. The average age is about thirty years. The resident physician considers the introduction of the National System a great benefit to the institution. The patients are amused and instructed, and their time usefully occupied; thus the school promotes their restoration. He hopes by degrees to increase considerably the number of pupils. In the female department, a third school is being organized. The North Brunswick-street National School has an attendance of above 150 of the poorest boys in Dublin. The room is large and well fitted up.

District 31, Ballinamore; Mr. Kealy.—Four additional National Schools were established during the year.

District 32, Tuam; Mr. M'Sweeney.—Eight additional National Schools in operation, and grants made to build five others.

District 33, Mullingar; Mr. D'Arcy.—There has been an increase of six schools. The character of these schools is fully equal to that of the average of National Schools, and they are much wanted in the localities where they are established.

District 34, Galway; Mr. Wilson.—Six new schools are in full operation, four of which are fairly conducted. Grants were also made to build four schools, vested in the Commissioners, of which two have been completed, and two have not yet been undertaken.

District 35, Loughrea; Mr. Simpson.—Six additional schools were established in the district.

District 36, Parsonstown; Mr. M. FitzGerald.—Ferbane (female)—Ordinary National School. Liscloony—Ordinary National School, built and endowed by the Earl of Rosse. Carrig (male)—Ordinary National School. Corriganeen—Ordinary National School, built and endowed by Mrs. Clive: no salary granted by the Board: pupils all free. Crank—Ordinary National School, built and endowed by bequest of Miss Fox. Free school for the poor of Banagher. Clash—Ordinary National School. Borrisokane, P.L.U.—Workhouse School; pupils previously taught in Roscrea Workhouse under a District School order.

District 37, Maynooth; Mr. MacSheehy.—Naas Prison School, connected with the Board for the first time, conducted by a very well qualified teacher, trained and classed III. Curragh School—(Built on ground granted for the purpose by the Commissioners of Woods and Forests), under Wesleyan patronage: school accommodation good: a first-class teacher.

District 38, Dublin, South; Mr. MacDermott.—Only an increase of one, a rural school. District 39, Tullow; Mr. Mitchell.—No increase.

District 40, Wicklow; Mr. Mahony.—Ballycorus (male), 8,293, and Ballycorus (female), 8,294, for which building grants were made (B. O. 9, 3, 60), came into operation 1st May, and promise to be specially effective. Roundwood, 8,960 (B. O. 22, 8, 62); house and furniture excellent; teachers inexperienced, and of moderate ability, but general proficiency unusually good for the short time the school has been in operation, owing chiefly to the very great care and attention of the manager. Ballyduff, 8,961 (B. O. 22, 8, 62), and Ballylusk, 9,013 (B. O. 21, 11, 62), both fair as regards house and fitting up; character of teaching not yet ascertainable, and not likely to be more than middling, but both schools in localities where they were badly wanted. Roundwood, evening, 8,960 (B. O. 28, 11, 62); likely to be a good evening school. Altogether, three thoroughly good schools, two fair, and one indifferent, but in every instance much required.

District 41, Portarlinton; Mr. Porter.—Four schools were added during the year. Three of them are rural schools, under rather ill-qualified teachers, and the fourth is a Convent School, well conducted by the Sisters of Mercy.

District 42, Gort; Mr. Sweeney.—Kiltartan, a non-vested school, promises to be fairly

attended. Killomorran, non-vested; teacher dismissed, but he still retains the school. Ballyvelaghau, male and female schools, vested in the Commissioners; promise to be good schools, and very useful in the locality in which they are situated.

District 43, Thurles; Mr. Lawler.—Ballingarry (female); a good school, well attended. Newtown (male); a neat school-room, average attendance, twenty-eight only. Donaghmore Workhouse; well conducted; average attendance, about thirty. Urlingford, evening, recognised by the Board from the 1st December, 1861—but not announced to the Inspector until the 11th January, 1862—should perhaps be entered here. It is kept in operation throughout the whole year; average attendance, seventeen.

District 44, Athy; Mr. Coyle.—No increase.

District 45, Ennis; Mr. O'Galligan.—There is an increase of four schools in this district for the year 1862.

District 46, Tipperary; Mr. Potterton.—Bishopswood: was much needed, and is working steadily. Bottomstown: a very large and flourishing school: had been in connexion before. Anacarty (female): is a case of a mixed school being resolved into male and female: is working very well.

District 47, Kilkenny; Mr. Bradford.—Two. 1. Thornback, a mixed school, with a good attendance. 2. Rivanagh (female), having a small number of scholars. Both tolerably well conducted as yet.

District 48, Dungarvan; Mr. J. G. FitzGerald.—No increase.

District 49, Waterford; Mr. O'Loughlin.—An increase of two, viz., Cashelgannon and Loftus Hall, in charge of female teachers, but attended by children of both sexes.

District 50, Wexford; Mr. Dugan.—Carne; school of a very medium character at present: intended for the children of the fishing community, and of the Coast-guard living on the shore of the headland of Carnsore.

District 51, Limerick; Mr. O'Callaghan.—Two new schools have been added. The Youghal (male and female), is under Roman Catholic management, and attended exclusively by pupils of the same religious denomination. The Adare School is under Established Church management, and is attended exclusively by pupils of the same denomination.

District 52, Newcastle West; Mr. Robinson.—Eleven added; of these, four are in operation (one of them is a female school, formed out of a previously existing mixed school; the other three are established in entirely new centres). Seven are grants for building (one of them is for a separate female school, and the others for schools with two apartments).

District 53, Clonmel; Mr. Lane.—An increase of two, viz., Fethard female, No. 8,903. Fethard male, evening, No. 2,459. The former is a large school, conducted by Nuns of the Presentation Order, with average attendance of 235, per last report. The latter is attached to the Fethard Male National School, conducted by the same teacher, and in the same school-room, with average attendance of twenty-four, per last report, and likely to prove efficacious.

District 54, Tralee; Mr. O'Driscoll.—One added—Castleisland Preparatory School. Perhaps I should add that the Ballyseedy Male School has been taken into connexion since the close of last year.

District 55, Macroom; Mr. Strong.—Two schools—namely, Kilcorney, male, and Kilcorney, female—not yet built; they are to be vested in trustees.

District 56, Mallow; Mr. MacLochlin.—An increase of two. 1. Rathduff, mixed school, promises to be of great advantage to the neighbourhood. 2. Curraghs (female), temporary, is of great advantage, more especially in winter season, as without it numbers of children would have no available means of education.

District 57, Killarney; Mr. Macnamara.—Seven additional National Schools were opened during the year; two of them were closed before the end of it. The other four are in all respects creditable public establishments. The premises of one are not at all satisfactory, but the building is a temporary one, pending the erection of premises to be vested in the Commissioners.

District 58, Bantry; Mr. H. W. M. Rodgers.—Only two have been added; one, Coomleigh, is large and well located; the other also, namely, Laragh (female), has a good site, but the building has not yet been completed.

District 59, Dunmanway; Mr. O'Connell.—There were two operation schools added during the year; both are in charge of highly classed teachers, and have a fair average attendance. In two cases grants were made towards building school-houses, but the works have not yet been commenced.

District 60, Cork; Mr. Sheehy.—Spike Island, female; Saint Nicholas's preparatory, male; and Saint Nicholas's preparatory, female, were taken into connexion during the year; they were established by the managers for the purpose of increasing the teaching staff, and by that means improving the schools.

Appendix D.
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Increase, if any, in the number of National Schools during the year, and the character of those added.

Appendix D. No. 4.—General Observations as to Nature and Amount of Accommodation in the Schools.

General
Observa-
tions as to
Nature and
Amount of
Accommo-
dation in
the Schools.

District 1, Letterkenny; Mr. Hickey.—Fairly sufficient.

District 2, Londonderry; Mr. Graham.—Schools sufficient: very fairly ventilated: nearly all with boarded floors: all with at least three maps, black-board, and fair amount of desk accommodation.

District 3, Coleraine; Mr. M'Ilroy.—The majority of the school-houses in this district afford sufficient accommodation for the number of pupils in attendance. The following are the only exceptions:—Bohill, Kilmoyle, Coleraine (male and female), Craigfad, Damhead, Garry, Ganaby, Garryduff, Letterloan, and Tullyvrennan; in all of these the space is insufficient.

District 4, Ballymena; Mr. Gillic.—Many of the school-houses are too small for the attendance.

District 5, Ballyclare; Mr. Irvine.—In the course of the past year considerable improvement has been effected in respect to school accommodation. Several old houses have been thoroughly repaired or reconstructed, and the furniture and fittings renewed. Two of the worst houses in the district—Doagh and Ballylaggan—have been replaced by good new ones. A few of the old class still remain on the list for repair or demolition, as Lislunan, Ballynamullen, and Gallagher. Some of these I expect to be rebuilt or repaired in course of 1863. There is school accommodation in the district for a considerable increase in the average attendance.

District 6, Strabane; Mr. Craig.—In nine of the schools the accommodation is very insufficient. The houses were private property, and were not originally intended for school-houses, for which they are in every way unsuitable. Six school-houses are too large, and are very uncomfortable in the winter season, as they are not sufficiently heated. There is suitable accommodation in most of the other schools.

District 7, Maghera; Mr. MacDonnell.—The 127 schools in the district, taken collectively, afford accommodation for 7,206 pupils, while the highest monthly average amounts to only 5,558. There are, however, twelve schools in which the accommodation is not sufficient for the attendance. Eighteen school-houses are in a very bad state of repair, and a considerable number of the others have clay floors, which are always damp and uncomfortable.

District 8, Belfast North.—Mr. Nesbitt.—In general very good; the improvement in that respect in last three years is unprecedented.

District 9, Belfast South; Mr. W. R. Molloy.—In the rural schools of the district the accommodation may be said to be adequate. In a few of the Belfast (town) schools the rooms are usually overcrowded. The establishment of some new schools, now in contemplation, will remedy this defect.

District 10, Newtownards; Mr. Osborne.—There are still one or two unsuitable school-houses in this district, which are too low, small, or otherwise inconvenient; but, generally speaking, the school buildings are appropriate, and have ample accommodation. In several cases the school-houses are ornamental and even elegant.

District 11, Donegal; Mr. Currie.—The school accommodation, so far as this district is concerned, is, on the whole, suitable and sufficient.

District 12, Sligo; Mr. Kennedy.—About half the number of schools have sufficient accommodation at all seasons; the others, during four or five months of the year, are too much crowded; in spring and autumn there is ample room in all schools.

District 13, Enniskillen; Mr. J. Brown.—Thirty-three of the houses are indifferent, or bad; and in twenty-six cases the furniture is of the same character. Except in sixteen instances, the accommodation afforded by the school-rooms is adequate for the number of pupils in daily average attendance.

District 14, Omagh; Mr. Adair.—In general the school-rooms are fairly large enough for the numbers attending in them. There are only eight school-houses in the district that are absolutely too small for their attendances.

District 15, Dungannon; Mr. O'Neill.—The schools are, generally speaking, large enough to accommodate the average attendance. At certain times of the year, however, there is a sudden influx of children, and it is then frequently the case that the schools are overcrowded.

District 16, Armagh; Mr. S. Brown.—There is accommodation for about 10,000 pupils, while the highest average attendance for the year was 7,000. A few schools are overcrowded at some seasons, but generally the accommodation is sufficient, and a very large proportion of the school-houses are good, comfortable buildings.

District 17, Downpatrick; Mr. Patterson.—The school-houses are, in general, sufficiently capacious and comfortable, and adapted to school purposes, so far as single apartments can be—comparatively few of them containing class-rooms for the separate instruction of particular classes. In seventeen cases there are separate school-rooms for boys and girls, with separate roll numbers. There is only one infant school.

District 18, Monaghan; Mr. Dowling.—In six schools the amount of accommodation is too small to meet the wants of the locality. In all the other schools the amount of accommodation is sufficient.

District 19, Newry; Mr. Morell.—In a very large proportion of the schools the accommodation is satisfactory. In some instances the ventilation is not good. The school-houses generally are well lighted, and the floors boarded.

District 20, Ballina; Mr. Healy.—In most schools there is ample *floor accommodation* for a greater average attendance than is usually found. The floors, except where the beneficent grants of that estimable philanthropist and remarkable benefactor of the schools of the west, Mr. Vere Foster, were given, are extremely damp and cold. The desk accommodation, as well as the general fitting up, is very poor.

District 21, Swineford; Mr. Roantree.—About thirty of the school-houses have thatched roofs, and a larger number have clay floors, the latter not unfrequently damp; but, except as regards the furniture, which is for the most part faulty in construction, there is not much reason to complain of the *nature* of the accommodation afforded in a majority of the schools. In one school, vested in the Commissioners, floor space for only thirty-seven is available, for an average attendance of over a hundred. With this exception, there is no striking deficiency in the *amount* of accommodation in the schools of this district.

District 22, Boyle; Mr. J. W. Rodgers.—There are but few school-houses in this district which are not open to exception in some respect. Some are badly ventilated; some cheerless and ungainly in their appearance; some deficient as to draft space; some as to breathing space. They require to be judged by a very low standard. I may say of them, however, that in most cases, though not in all, they afford sufficient accommodation to the children in attendance.

District 23, Cavan; Mr. MacCreanor.—The accommodation is very unsatisfactory in one-fourth of the schools, and poor in nearly another fourth.

District 24, Bailieborough; Mr. Bole.—The accommodation provided in the schools is, in almost all cases, ample, while none are uncomfortably large in proportion to the numbers in attendance. The vested schools are all very judiciously constructed as to size; and the new schools taken into connexion of late years, are, in general, much more commodious and comfortable than the older ones.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—The nature of the accommodation in the great majority of the schools is very fair; in all the school-houses vested in the Board, and in some of the non-vested school-houses, the accommodation is good; but in many of the non-vested houses, and in nearly all the houses vested in trustees, it is very unsatisfactory, as the houses are dilapidated, and there are no funds available to put them into proper repair; the accommodation appears to be sufficient, in most cases, for the number of pupils who attend.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—About one-half the schools of the district have been regularly organized, and almost all the teachers of the remaining half have attended the lectures of some one of the organizers; and this has led to a suitable arrangement of the furniture, and made the accommodation in the schools throughout the district generally very satisfactory.

District 30, Dublin, North; Mr. O'Carroll.—In former reports I pointed out the schools in which the accommodation was deficient or unsuitable, viz.,—The Lower Road, the Swords male, the Malahide female, Kinsealy male and female, Cloghran male and female, and St. Bridget's infant. Those school-rooms are not *boarded*. The Swords male and female, and the Malahide male, though very large and well built, are neither *ceiled* nor *plastered*, and are in winter very *cold*. The Finglas female is small, low, and badly ventilated. But in the city the school-rooms are generally large, lofty, and well-fitted up. I can only name three exceptions now—North Anne-street infant, and St. Peter's female and male schools are too small for the attendance; and the St. Francis-street infant is not boarded. In George's Hill, during 1862, a very fine school-house was erected at a cost of £2,000, capable of accommodating 500 pupils.

District 31, Ballinamore; Mr. Kealy.—The accommodation is, in the majority of schools in this district, quite sufficient; there are a few houses which are too small, and quite unsuitable for school purposes, but their number is gradually decreasing.

District 32, Tuam; Mr. M'Sweeney.—The accommodation, in most cases, is inadequate during January, February, and the early part of March. During these months, when the weather is most severe, the schools are crowded; but when the spring season sets in, nearly all leave for field-work.

District 33, Mullingar; Mr. D'Arcy.—Generally speaking, the accommodation in the schools of this district is fully equal to the attendance.

District 34, Galway; Mr. Wilson.—The accommodation in eleven schools is bad, and in eleven middling. These twenty-two houses are unsuitable for school purposes. Thirteen houses have fair accommodation, and thirty-six are excellent in every way.

District 35, Loughrea; Mr. Simpson.—The schools are, with few exceptions, sufficiently commodious for the attendance they command. Adequate furniture has in most instances been provided.

District 36, Parsonstown; Mr. M. FitzGerald.—Speaking generally, the school accommodation in this district is satisfactory. More than three-fourths of the entire school-houses are substantial, comfortable buildings, with well lighted and ventilated school-rooms. Of the

Appendix D. remainder, three-fourths are middling houses; and there are only five which must be classed as bad, or entirely unfit for school purposes.

General Observations as to Nature and Amount of Accommodation in the Schools. District 37, Maynooth; Mr. MacSheehy.—The district is rather favourably circumstanced in this respect, there being very few decidedly bad school-houses. One such house (Kilbride) was abandoned during the year for a new house of a superior kind, built at the landlord's sole expense. The gradual improvement of existing school-houses, by the substitution of boarded for clay floors, the opening of additional windows, &c.—a movement noted in previous reports—has met with a check this year. In one case, however (Caragh Male National School) a good wooden floor has been laid down, the gift of the owner of the surrounding estate.

District 38, Dublin, South; Mr. MacDermott.—The school accommodation is generally fair, excepting in two or three instances, where it is very unsatisfactory.

District 39, Tullow; Mr. Mitchell.—In some half-dozen schools in the district the accommodation is much too limited for the numbers in attendance; the average accommodation is fair, both in nature and amount.

District 40, Wicklow; Mr. Mahony.—Except in four cases, there is an adequate supply of desks and seats; space for class exercises more or less limited in about thirty-six others; ample space in all the others.

District 41, Portarlington; Mr. Porter.—With hardly any exception, the school-rooms are amply large enough for the attendance; and, save in a few cases, the fittings are good. Taken collectively, and excluding Workhouse Schools, they are capable of affording accommodation for double the number of pupils in average daily attendance.

District 42, Gort; Mr. Sweeny.—The schools of this district, with the exception of about half a-dozen, are, on the whole, well adapted, being comfortably and substantially built, well lighted, and affording, generally speaking, ample floor and breathing space. The furniture and fitting up are adequate and suitable.

District 43, Thurles; Mr. Lawler.—In general the accommodation is good and sufficient. In three schools, Copper, male, Crohane, and Killoskeen, being low thatched houses, on dark days there is not sufficient light when the classes are standing.

District 44, Athy; Mr. Coyle.—The amount of accommodation is satisfactory, except in four or five instances. The quality of the accommodation is, in many cases, faulty as regards light, the windows being in general too low, and too much on a level with the faces of the children; and as regards the height of the rooms, and want of ceiling; of sufficient supply of railing for tablets, &c.; and of suitable premises and out-offices. Most of the houses are solid and substantial buildings, well roofed, and well slated; and in a good many instances the floors are boarded and comfortable.

District 45, Ennis; Mr. O'Galligan.—The total internal area of all the school-houses in the district is amply sufficient (at the rate of eight square feet to each pupil) for the accommodation of 8,630 pupils, while the actual attendance (all classes of schools being taken into account) for the past year averaged only 4,870, and the "nominal" attendance was 9,497 pupils. It should be remarked, however, that in many instances, especially in the baronies of Moyarta and Ibrickan, where the attendance is higher than in the remaining portion of the district, the school-houses are inconveniently limited in dimensions. The absence in nearly every case of galleries for the simultaneous instruction of the junior pupils, and the want of a second apartment, even for ordinary class use, are serious drawbacks; no improvement of this nature has, I regret to state, been effected within the past twelve months.

District 46, Tipperary; Mr. Potterton.—Generally pretty fair. In some few cases the amount is quite in excess of that required, owing to local decrease of population; but in a greater number it is inadequate.

District 47, Kilkenny; Mr. Bradford.—Nearly two-thirds of the schools have fair floors and furniture, and are pretty well accommodated in light and ventilation. The greatest want in this respect, yet unsatisfied, is the number of clay floors still remaining; they are dirty and damp in wet weather—dusty and troublesome at other times.

District 48, Dungarvan; Mr. J. G. FitzGerald.—The schools of the district are conducted in houses which are, with few exceptions, substantial structures, slated and boarded, and with accommodation suitable to the wants of the neighbourhood.

District 49, Waterford; Mr. O'Loughlin.—Generally speaking, the accommodation is fairly proportioned to the number in attendance. In a few places, however, it is insufficient, particularly in Passage East, where no site on which to erect suitable schools can be had.

District 50, Wexford; Mr. Dugan.—The amount of accommodation within the school-rooms, in regard to mere area, is pretty fair. The greater number have very defective flooring, this being either composed of loose, friable clay, which causes dust, and so injures the maps and tablets, or of clay so damp as to be productive of cold, discomfort, and frequently, ill-health amongst the pupils. In the country schools, boarded floors are rare exceptions. Nearly one-half of the school-houses have no privies attached. I cannot understand how it is that a sense of decency and self-respect should, in this manner, be ignored as existing amongst the poor; and I have frequently before suggested that no grant should be made, to a mixed school especially, unless provided with this necessary addition to the premises. I have also to observe upon another objectionable feature, that is, the establishment of schools in the midst of graveyards. Several of such exist in the present district; and without indulging in any feeling of sentimentality, I consider it most improper that

a number of children should be kept, during four or five hours daily, breathing the noxious air, and subjected to all the depressing influences that ever brood over open graveyards. *Appendix D.*

District 51, Limerick; Mr. O'Callaghan.—The space afforded in the school-rooms is, generally, sufficient to accommodate the numbers in attendance. I have suggested, in several cases, a different arrangement of the desks, and also an alteration in their structure, so as to admit of more space in the floor for class teaching. In many schools it is desirable to have a class-room attached to the large school-room. There is not a school in this district, except the Model and the Convent Schools, which has more accommodation than that afforded by one room. In every school in which there are two or more teachers, it would be advantageous to have a second room, containing a gallery, attached.

District 52, Newcastle West; Mr. Robinson.—No remarks to make.

District 53, Clonmel; Mr. Lane.—Accommodation is good, on the whole.

District 54, Tralee; Mr. O'Driscoll.—In general, the accommodation, as regards space, is very fair; but it is to be regretted that, in some schools, the accommodation in other respects is very unsatisfactory.

District 55, Macroom; Mr. Strong.—In several schools of the district I find great want of proper accommodation, especially when I consider the large attendance in some. As a general rule, the managers apply for secondary grants for assistants when the attendance becomes too large for one teacher; so, it frequently happens that in a school-room of ordinary dimensions, three teachers and one or two paid monitors may be found. Thus, schools become crowded to excess, much to the detriment of order and efficiency, as well as the physical convenience of teachers and pupils. This becomes manifest when I state that, in eighty-nine ordinary National schools, there are eighty-nine principal, fifty-one assistants, fifteen workmistresses (six of whom act as junior assistants), and thirty-five paid monitors. I am of opinion that additional schools would and could be established, if the Commissioners were somewhat more stringent as to limiting grants for assistants where dimensions were not sufficient.

District 56, Mallow; Mr. MacLochlin.—No remarks to make.

District 57, Killarney; Mr. Macnamara.—The school accommodation is, on the whole, very satisfactory in this district. The school buildings vested in Commissioners, erected in latter years after plans furnished from the Board of Works, do not afford as much accommodation as those built after the plans formerly in use. I would take the liberty of suggesting a revival of the plans at present in use.

District 58, Bantry; Mr. H. W. M. Rodgers.—There is a great deficiency, as regards accommodation, in this district. Many schools are quite too small, although, when we confine our attention to the average attendance for the year, they may appear unnecessarily large. This is owing to the irregular attendance on the part of the pupils. In some months they are overcrowded to a degree calculated to injure the health of teachers and pupils.

District 59, Dunmanway; Mr. O'Connell.—In vested National Schools the accommodation is sufficient; but in some of the non-vested schools the accommodation is inadequate.

District 60, Cork; Mr. Sheehy.—There are nine schools in which the average attendance for 1862 exceeded the number they could, respectively, accommodate, and nineteen others which could accommodate more than were in average attendance for the year, but less than the number that attended during some of the summer and autumn months. In seventy-eight, the accommodation afforded by each exceeded the yearly or any of the monthly averages.

No. 5.—*State of Schools, generally, as to supply of Lesson Books and other School Requisites, at reduced prices, for sale to Pupils.*

District 1.—Letterkenny; Mr. Hickey.—In three-fourths of the schools the supply is good or fair.

District 2, Londonderry; Mr. Graham.—The supply is very fair.

District 3, Coleraine; Mr. M'Ilroy.—The schools, generally, were fairly supplied with books; but in a great many cases the supply of stationery was deficient.

District 4, Ballymena; Mr. Gillic.—In general they are fairly supplied.

District 5, Ballyclare; Mr. Irvine.—The schools, in general, are pretty well supplied with books and other requisites.

District 6, Strabane; Mr. Craig.—The schools are, in general, very badly supplied with lesson books and other requisites. I have no doubt that education suffers much from this cause. The best remedy for the evil would be to allow the teachers a slight per-centage on the books and requisites sold.

District 7, Maghera; Mr. MacDonnell.—The supply is good in twelve schools, fair in eighty-five, middling in twenty-five, and bad in five. In the five bad cases the teachers were utterly unable, through poverty, to keep the schools supplied during the summer. They sent for supplies, however, before the end of the year. In many of the schools the children cannot be induced to purchase the necessary books. This is a serious drawback to the utility of the schools.

District 8, Belfast North; Mr. Nesbitt.—Supply of requisites is satisfactory.

General Observations as to Nature and Amount of Accommodation in the Schools.

State of Schools generally, as to supply of Lesson Books and other School requisites, at reduced prices, for sale to Pupils.

Appendix D. District 9, Belfast South; Mr. W. R. Molloy.—The supply, generally speaking, is barely adequate for the *immediate* wants of the pupils. In but few instances is a *full* supply kept up constantly.

State of Schools generally, as to supply of Lesson Books and other School requisites, at reduced prices, for sale to Pupils.

District 10, Newtownards.—Mr. Osborne.—This district is fairly supplied with books and requisites; and the managers, in some cases, are availing themselves of the advantages of the excellent apparatus department.

District 11, Donegal; Mr. Currie.—My report, on my first circuit of inspection in this district showed that more than half the schools were adequately supplied with a sale stock. The teachers' returns under this head give an aggregate of £124 4s. 7d., thus making the average amount per school about £1 7s.

District 12, Sligo; Mr. Kennedy.—With the exception of a few schools, the supply is, generally, inadequate. The teachers are not possessed of means to enable them to keep a stock of books on hands.

District 13, Enniskillen; Mr. J. Brown.—Number of schools in which I found an adequate supply of books and other requisites for sale, on each of the three inspections within the year, 38. Number of schools in which I found same only once deficient, 36. Number of schools found generally deficient in this respect, 23.

District 14, Omagh; Mr. Adair.—It is to be regretted that many of the schools are not so well provided with books and other requisites as is desirable. In this district the purchases of sale stock of all kinds amounted only to £138 19s. 3d. during the past year; that is 9½d. for each pupil in attendance during the year, on an average; and only 5d., on an average, for each pupil on rolls. It is in writing materials that the schools are found to be most deficient, generally.

District 15, Dungannon; Mr. O'Neill.—There were six schools well supplied; forty, fairly; thirty-eight, indifferently; thirty-four, badly.

District 16, Armagh; Mr. S. Brown.—The supply was better than usual. Ninety-six schools were fairly supplied during the whole year. In twenty-six schools the supply was tolerable, but not always sufficient; and eighteen were badly, or not at all supplied.

District 17, Downpatrick; Mr. Patterson.—With but few exceptions, they are sufficiently supplied.

District 18, Monaghan; Mr. Dowling.—In general the supply of school requisites for sale is sufficient. The teachers pay much attention to this point, seeing that any deficiency in the supply of books would be an obstacle to their promotion in the service, and would deprive them of the advantages of premiums, good-service salaries, &c. The pupils appear to be very willing to purchase such books as are required to prepare their course of study.

District 19, Newry; Mr. Morell.—In about one-fifth of the schools of the district the supply, during the year, was not sufficient.

District 20, Ballina; Mr. Healy.—The schools were very poorly supplied.

District 21, Swineford; Mr. Roantree.—In this district, as in most other parts of the country, it is the teachers who, out of their scanty means, are obliged to keep their schools supplied with books and requisites for sale. Such being the case, it cannot be regarded as otherwise than highly creditable to the teachers, that of ninety-seven ordinary National Schools from which returns have been made under this head, only sixteen are ill-provided with sale stock.

District 22, Boyle; Mr. J. W. Rodgers.—In most cases the schools are kept fairly supplied with sale stock; but even when this is the case, much difficulty is often experienced in inducing the children to make the necessary purchases. The supply of charts and other requisites of a like class is very considerable in a large number of the schools, owing in great measure to the praiseworthy liberality of Mr. Vere Foster.

District 23, Cavan; Mr. MacCreanor.—In thirty-seven schools the supply is good; in sixty-nine, middling; in twenty-six, irregular or bad.

District 24, Ballieborough; Mr. Bole.—The duty of keeping up a supply of books and requisites for sale is with a rare exception left to the teachers; and most of them are unable to keep their schools properly supplied at all times, though some of them do so at considerable inconvenience to themselves. In most cases it would be no loss or inconvenience to managers to keep their schools supplied with an adequate sale stock; and it is a pity that they do not recognise this as part of their duty towards the schools, the want of such a stock being a very serious loss.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—Unsatisfactory. The teachers have in almost every case to provide requisites out of their own resources; and after getting them, they find it very difficult to dispose of them, owing to the poverty of the parents of the pupils. J. S. Smith, esq., Agent to the Marquess of Sligo, has, at my suggestion, allocated a sum of money for providing requisites, which, in the schools under this estimable gentleman's management, will greatly lessen this defect; other managers will, I have no doubt, act similarly in the course of this year.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—Books and requisites have been purchased to the following amounts: £78 18s. 8d., in mixed and boys' schools; £64 19s. 8d., in girls' schools; £16 0s. 10d., in three District Model Schools; £6 10s. 4d., in four Workhouse Schools;

£19 14s. 3d., in two Convent Schools; total, £186 3s. 9d. Of the ninety-two ordinary schools, sixty-six are well supplied; fifteen, fairly; six, partially; and five, badly. *Appendix D.*

District 30, Dublin, North; Mr. O'Carroll.—All well supplied.

District 31, Ballinamore; Mr. Kealy.—Number of schools whose supplies are fair, sixty-two; middling, eighteen; bad, twenty-seven; not known, four.

District 32, Tuam; Mr. M'Sweeney.—In some schools efforts have been made during the past year by the teachers to keep a supply of requisites for sale to the pupils; but there are others in which the want is never provided for until the inconvenience interferes with the proper working of the school.

District 33, Mullingar; Mr. D'Arcy.—In this respect I can report favourably. With the exception of a few schools, the supply of Lesson Books and other school requisites for sale to pupils is sufficient.

District 34, Galway; Mr. Wilson.—For forty-eight ordinary National Schools, requisites to the amount of £44 9s. 7d. were purchased, giving on an average to each school 18s. 6d. worth, being at the rate of 6½d. to each child in average attendance, and 3d. to each on roll. For eleven schools, none were purchased. This is a most unsatisfactory state of things.

District 35, Loughrea; Mr. Simpson.—Number of schools in which the supply was good, thirty-nine; fair, ten; medium, eight; bad, twenty-nine.

District 36, Parsonstown; Mr. M. FitzGerald.—There is no improvement in the supply of books, &c., for sale to pupils in ordinary National Schools. The old practice of collecting money from those who want books, and ordering those books only, is almost universal. I do not know any ordinary school in the district, in which a child would be certain of getting any book required at any time. Allowing, however, for this defect, the children in most schools are pretty fairly supplied with the more important books required.

District 37, Maynooth; Mr. MacSheehy.—The great majority of schools are not adequately or steadily supplied with requisites for sale. Funds are seldom advanced by the managers, but the deficiency is not to be ascribed to that circumstance, in the chief degree, for it sometimes occurs that the money advanced by managers is not availed of with proper forethought. The teachers who keep up the best supplies are persons of thrifty habits, who never trouble their managers for an advance of money. The petty expense of carriage to the school, not trifling in amount to teachers, is a serious difficulty in the way of supply.

District 38, Dublin, South; Mr. MacDermott.—The supply is generally fair; in several cases, very good.

District 39, Tullow; Mr. Mitchell.—The supply is not satisfactory, generally; it is only in schools of teachers who enjoy "good service" salary, and in the Workhouse and Convent Schools that I have found, uniformly, even a tolerable supply. Teachers of very small income, when (under pressure of strong personal remonstrance from the Inspector, or of admonition from head quarters) they do order a supply, seem to dispose of it immediately after its arrival; and the quantity ordered, especially of writing requisites, is in too many cases sufficient barely for present use. This state of things is, I think, likely to be amended.

District 40, Wicklow; Mr. Mahony.—About one-third always well supplied; one-third fairly, but suffering from a partial want occasionally; one-third inadequately, and often without a sale stock of any kind. Stationery is what is most generally wanted; next after that, First Lesson Books; and next, other books, such as manuals on Arithmetic, Geography, and Grammar.

District 41, Portlington; Mr. Porter.—As regards books and slates there is seldom any great want observed; but few teachers keep up an adequate stock of copybooks and pens.

District 42, Gort; Mr. Sweeny.—The schools of the teachers of the second and first classes are generally well supplied with books, &c. In the other schools there is a deficiency, which operates seriously against the efficiency of the teaching and progress of the pupils.

District 43, Thurles; Mr. Lawler.—On my last round of inspection, I found thirty-seven schools not sufficiently supplied with requisites for sale to pupils. The rest are well supplied.

District 44, Athy; Mr. Coyle.—The supply is satisfactory.

District 45, Ennis; Mr. O'Galligan.—Number of schools adequately supplied with requisites, twenty; fairly, thirty-one; imperfectly, thirty-four; very imperfectly, or not at all, sixteen.

District 46, Tipperary; Mr. Potterton.—The supply is generally pretty fair, as far as requisites procurable from the Book Department are concerned. Under this head I find only six cases noted lower than "tolerably supplied," and as many as twenty "thoroughly well." As regards, however, the invaluable requisites obtainable from the Apparatus Department, the degree to which managers have hitherto availed themselves of this source of supply is very limited. I look forward to much higher appreciation of this department being manifested in 1863.

District 47, Kilkenny; Mr. Bradford.—Generally the supply is rather satisfactory; but this is owing to the teachers—the managers give no aid.

District 48, Dungarvan; Mr. J. G. FitzGerald.—Of the schools of the district, one-third were unprovided with books (for sale) at the close of the year; the remaining two-thirds are well supplied with books and other educational appliances.

State of Schools generally, as to supply of Lesson Books and other School requisites, at reduced prices, for sale to Pupils.

Appendix D. District 49, Waterford; Mr. O'Loughlin.—A supply is seldom kept on hands to meet current wants. The consequence is that promotions are made to depend quite as much on the consideration of the necessary advanced books being in stock as on the pupils' fitness for them. Removals, therefore, do not on the rolls appear to crop up regularly, but in groups at unequal and apparently inexplicable intervals.

State of
Schools
generally,
as to supply
of Lesson
Books and
other School
requisites,
at reduced
prices, for
sale to
Pupils.

District 50, Wexford; Mr. Dugan.—The schools are by no means adequately supplied with sale stock for the pupils' use. The teachers complain that they are unable to advance the necessary funds for purchase; and that even when they do, the returns in the shape of sales are unsatisfactory, and do not equal the outlay. In the case of those schools within reach of towns, the children generally purchase their class-books in the shops, though at prices nearly 100 per cent. higher than they might be had for at the Board's rates. This leads me to think that these latter rates are not too high, and that the pupils' being inadequately supplied with sale stock is due, not to their inability to purchase, but to the neglect on the part of the manager or teacher in keeping a sufficient stock on hands to meet current wants. I find that the amount of sale stock purchased by each school is on an average, £1 1s. 3d., or 3d. for each child in average attendance during the year.

District 51, Limerick; Mr. O'Callaghan.—The supply is not sufficiently satisfactory. I have had occasion to bring this defect frequently under the notice of the managers. There being, in most instances, no local fund for the support or assistance of the schools, the teachers are obliged to advance out of their own pockets the amount of requisites to be purchased. The withdrawal of these sums from their salaries, even for a short time, few teachers can afford; hence the deficient supply of requisites. This defect is, as might be expected, most observable in schools conducted by probationers and third-class teachers.

District 52, Newcastle West; Mr. Robinson.—But little change in the supply.

District 53, Clonmel; Mr. Lane.—The supply is very fair on the whole.

District 54, Tralee; Mr. O'Driscoll.—About thirty schools are always well supplied. In about the same number of schools the supply is not sufficient to meet the current wants of the pupils; in the others it is quite inadequate.

District 55, Macroom; Mr. Strong.—Schools for the most part imperfectly supplied with school-books and stationery. I think that some remedy is *absolutely necessary*. The most feasible would be a per-centage allowance on the books sold, if not, an imprest for which teacher only should be responsible. Another depot is much needed at Millstreet for the schools in barony of Duhallo; the teachers from thence seldom order books to Macroom, in consequence of the inconvenient distance.

District 56, Mallow; Mr. MacLochlin.—The schools are fairly supplied.

District 57, Killarney; Mr. Macnamara.—On the whole, I found the schools fairly supplied with requisites.

District 58, Bantry; Mr. H. W. M. Rodgers.—As a general rule, there is a fair supply of books for sale, but partly owing to the great destitution prevalent in this part of the country, parents very often fail to keep their children provided with school requisites.

District 59, Dunmanway; Mr. O'Connell.—The schools, on the whole, are kept well supplied with books and other requisites for sale. In many cases the managers supply the teachers with the necessary funds.

District 60, Cork; Mr. Sheehy.—Of the 109 schools in operation at the close of the year, forty-four had been well-supplied; eight, very fairly; forty-nine, fairly; and eight, middlingly.

Character of
the Pupils'
Attendance
throughout
the year,
whether
regular or
irregular,
and the
causes to
which the
regularity
or irregu-
larity, as the
case may be,
may be
attributed.

No. 6.—*Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.*

District 1, Letterkenny; Mr. Hickey.—In the Spring and Autumn seasons the attendance is very bad, chiefly owing to the occupation of the pupils in farming operations.

District 2, Londonderry; Mr. Graham.—The average attendance is about fifty-three per cent. of the average on the rolls.

District 3, Coleraine; Mr. McIlroy.—Owing to the severity of the weather, the attendance of the pupils was most irregular.

District 4, Ballymena; Mr. Gillic.—Very irregular, owing to poverty, and the children's being employed at field labour.

District 5, Ballyclare; Mr. Irvine.—The character of the pupils' attendance throughout the year has been very irregular and unsatisfactory. This was due in a great measure to the depression of trade, wetness and uncertainty of the weather, and lateness of the farmer's seasons, seed-time and harvest.

District 6, Strabane; Mr. Craig.—The attendance has been very irregular throughout the year. In January and February the attendance was lower than the usual attendance at this period in former years, owing to the severity of the weather. The attendance during the months October, November, and December, was very small, as compared with other years, in consequence of the late and unfavourable harvest and the scarcity of fuel. During the summer the schools were as well attended as they usually are.

District 7, Maghera; Mr. MacDonnell.—The attendance at the rural schools was extremely irregular throughout the year, ranging in some cases, as in the Largy school,

from an average of *fifty-nine* in the month of January, to *five* in the month of November. During the three last months of the year, I visited several schools in which only a few children were present. The weather during these months was unusually wet and stormy. In some parts of the district the corn crops were not secured till near the end of December. Young children could not be expected to attend school in such weather, and those able to work were kept at home, endeavouring to save the crops. Under the circumstances, the attendance was as regular as could be expected.

District 8, Belfast North; Mr. Nesbitt.—The attendance was tolerably regular.

District 9, Belfast South; Mr. W. R. Molloy.—The pupils' attendance has been more regular than during the previous year. There is a decrease in the number on the rolls, and a considerable increase in the actual average attendance.

District 10, Newtownards; Mr. Osborne.—There has been more than usual irregularity during the past year, particularly during the last four months, which has been caused by the unfavourable autumn weather occasioning the harvest operations to be frequently interrupted and long protracted.

District 11, Donegal; Mr. Currie.—Attendance extremely irregular. Two causes mainly contribute to this. In the first instance, the farms throughout the district are for the most part of the kind popularly designated as "small holdings," and the tenants thereby feel themselves necessitated to save the expense of hired labourers, by employing, especially during the spring and autumn seasons, such members of their families as are of an age and strength to take part in the field and other out-door works. At other times the female members of each family are generally engaged in sewed muslin work, as, however small the earnings derived from this, yet, in the aggregate, they serve to contribute towards the household expenses. Another cause producing the evil here complained of is the apathy and indifference evinced by parents in general for the proper instruction of their children. Ignorant and uneducated themselves, they lack any appreciation of the benefits derivable from a good elementary education; and their misapprehensions in this matter are further confirmed by the few instances of successful enterprise and advancement in life, as resulting from such early training, that ever come up before them.

District 12, Sligo; Mr. Kennedy.—The attendance is irregular, though not more so than in most other localities. In spring and autumn the pupils, who are almost exclusively the children of small farmers, are employed at field work. In winter many of the younger children are not sufficiently provided with warm clothing to be sent to school.

District 13, Enniskillen; Mr. J. Brown.—Whilst the schools were, in many cases, more than usually injured by the irregularity of attendance during the months of October and November, yet the proportion of the aggregate average attendance throughout the year to the average number on the rolls was only one per cent. less than that for the previous year. There was a greater decrease in the case of the females than of the males; the character of the season having, in this respect also, had an unfavourable influence on the pupils' attendance.

District 14, Omagh; Mr. Adair.—The attendance is very irregular. The irregularity may be attributed to the demand for the services of the children in field labour, during the spring and autumn months. I may say all the schools in this district are rural schools; and the attendance in them fluctuates very much with the seasons for agricultural operations.

District 15, Dungannon; Mr. O'Neill.—Attendance very irregular, especially during the spring and autumn. At these seasons a large proportion of the older children are engaged in field labour, while the younger are kept at home, as being unfit to go to school unaccompanied.

District 16, Armagh; Mr. S. Brown.—The pupils' attendance during the first nine months of the year was of the usual character—pretty regular in town schools, and irregular in rural ones; but for the last three months the irregularity is without parallel in my experience. In many rural schools there was scarcely any attendance, and in few of them did it exceed twenty-five per cent. of average on the rolls. This irregularity may be attributed to the late and protracted harvest, and the consequent inability of parents to provide suitable winter clothing for their children at the usual time.

District 17, Downpatrick; Mr. Patterson.—The children's attendance has been pretty regular, their circumstances being considered.

District 18, Monaghan; Mr. Dowling.—The attendance during the year was extremely irregular. In this district the attendance is not regular in any year, as, owing to the circumstance that the land is nearly all under tillage, the children are withdrawn at certain seasons to assist in agricultural operations. But during the year 1862, the irregularity was greater than usual, which may be attributed to bad weather, which protracted the harvest work to very nearly the close of the year, and to the poverty which prevailed in many localities, and the consequent inability of the parents to provide their children with sufficient food and clothing.

District 19, Newry; Mr. Morell.—The attendance has been irregular, especially during the months of October and November. The pupils were kept at home to assist in gathering in a harvest which was unusually late and prolonged.

District 20, Ballina; Mr. Healy.—Attendance irregular, owing to the wide-spread poverty of the district.

District 21, Swinford; Mr. Roantree.—Attendance irregular; below fifty per cent. of

Appendix D.

Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

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the number enrolled, during eight months of the year. In addition to the kinds of farm labour which in this, as in other parts of the country, draw off children from rural schools in spring and autumn, little boys and girls of a school-going age have here to take their part, during a considerable portion of the summer, in saving turf, and in drawing peat-mould for manure from the bogs, the rude roads or tracks through which are usually impassable at other seasons. The extreme lateness of the harvest—potato-digging not having been completed here at the close of the year—accounts for the low attendance in November and December, months during which country schools are, ordinarily, overcrowded. Spade culture, requiring, in proportion to work done, a greater number of hands than the plough, and almost universally practised in this part of the country, and the absence or badness of fences, owing to which children are largely employed in herding, contribute also to increase the irregularity complained of.

District 22, Boyle; Mr. J. W. Rodgers.—The attendance has been most irregular. The centesimal proportion of the average attendance to the average number on rolls is highest in July and lowest in November. In the former month it rises to sixty-five, and in the latter falls so low as thirty-one, while throughout the year, it is somewhat under forty-eight. Of the causes which have produced the irregularity of attendance may be mentioned, the dampness of the season, the scarcity of fuel during the winter months, the poverty and apathy of parents, and the almost universal practice of admitting the children in large numbers to the schools without charge.

District 23, Cavan; Mr. MacCreanor.—In addition to the causes of irregular attendance stated in my former reports, such as uncomfortable school rooms, ill-chosen sites, want of fuel, farm work, &c., I regret to have to state that the poverty of the country has so increased during the past year, that great numbers of children could not be sent to school for want of food and clothing. The extent of these wants has told principally on the females during the last few months, who, notwithstanding the increase of female schools, and female teachers, and female aggregate attendance, have so fallen off towards the end of the year, as to show ninety-one pupils less on rolls at the close than at the opening of the year 1862. The state of the country, too, in this respect, is growing more gloomy.

District 24, Bailieborough; Mr. Bole.—During the first three months of the year, and in the summer months, the attendance was good and tolerably regular; in April it was low, owing to spring labour; and in the last three months of the year the schools were almost deserted in some places, the harvest work through the country being much retarded by the unfavourable state of the weather, and the pupils able to assist in this work being, as a general rule, kept at home until it was completed. In almost all the schools of the district the average attendance for the last quarter was unusually small.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—The attendance is, on the whole, irregular. Owing to the poverty of the soil, the women are obliged to do a great deal of work in the fields, in consequence of which the care of the houses, and often the preparation of the food, devolves on the children, and prevents their attendance at school. The demand for assistance in field labour also has this effect; and the severity of the climate, the want of fuel, the want of clothes, and often the want of food, cause considerable irregularity in their attendance.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—As compared with 1861, the average daily attendance during 1862 has been very irregular. During the last four months of the year particularly, the attendance has fallen unusually low, owing to the wet and inclement weather which then prevailed.

District 30, Dublin, North; Mr. O'Carroll.—Attendance irregular, owing to the poverty of the parents; but compared with previous year, it was much improved, the average daily attendance being considerably above half the total number on the rolls.

District 31, Ballinamore; Mr. Kealy.—In the latter part of this year the attendance was very irregular. This was occasioned by a variety of circumstances. In the months of October and November all children able to work were employed in the harvest; in many localities the parents were unable to provide clothing for their children, who, in consequence, were prevented from attending, except on fine days; in some parts of the district the attendance was diminished by the breaking out of small pox and whooping cough among the pupils.

District 32, Tuam; Mr. M'Sweeney.—The attendance is very irregular. In January, February, and the early part of March, the pupils attend regularly, although the weather is severe, and many are poorly clad; but in April and May, when the spring agricultural labour begins, more than half, and in some few instances nearly all, leave for the fields; and the school attendance increases or diminishes from these months until December, in proportion to the demand for labour.

District 33, Mullingar; Mr. D'Arcy.—The general character of the pupils' attendance throughout the year has been irregular, of which both managers and teachers frequently complained. During the last few years the value of manual labour has so much increased in the busy seasons of the year, that children above the age of twelve are kept at home to assist their parents at field work, or in any other employment for which they may be able.

District 34, Galway; Mr. Wilson.—The per centage of the average attendance to the average on rolls is higher this year than in 1861. This year it is 60·1 per cent, while last year it was 54·9 per cent. I know of no cause contributing to this result. The increase may be more apparent than real; as, formerly, the names of pupils were kept on the rolls for thirteen weeks after their last attendance, but now they are struck off as soon as it is ascertained they have finally left school.

District 35, Loughrea; Mr. Simpson. Attendance very irregular, indeed. In December, January, and February, as a rule, in the rural schools, a number of grown pupils attend, the younger being kept at home by the inclemency of the weather. In March, April, and May, the greater number of the former are employed in agricultural pursuits. Again, in June and July, they come in; and for the remaining four months, few who are able to assist, ever so little, in harvest operations, come to school. For seven months, *i.e.*, from March till November, excluding June and July, the average attendance of boys has been but 43 per cent. of the number on rolls.

District 36, Parsonstown; Mr. M. FitzGerald. The centesimal proportion of the numbers present to those on the rolls is two per cent. higher for 1862 than for 1861, in *all* schools in my district. This improvement, I believe, is due to the increased attendance at Parsonstown Model School. In the ordinary schools the per-centage continues precisely the same, *viz.*, 49·7. The causes of irregularity of attendance in National Schools are too well known to need repetition. This district being wholly agricultural, the attendance varies with the seasons, being highest in summer and winter, and lowest in spring and autumn.

District 37, Maynooth; Mr. MacSheehy. The attendance at school has been more than usually unsteady, the extreme inclemency of the weather, for which the year will be memorable, having acted directly against the schools, by keeping the children within doors so often; and secondarily, by interrupting and prolonging the various farming operations, in connexion with which they are usually kept at home.

District 38, Dublin, South; Mr. MacDermott.—Attendance irregular; principally owing to the poverty of the parents, who are obliged to withdraw their children prematurely from the schools, in order to send them to some trade or employment.

District 39, Tullow; Mr. Mitchell.—Attendance irregular in the great majority of schools; owing to the state of the weather. Such local causes as “confirmations” of the children, and the temporary establishment of religious “missions” in the neighbourhood of several schools, interfered somewhat with the regularity of the attendance. In the case of eight schools in the district there has been a marked *improvement* in the attendance during the past year, owing to the constant personal exertions of their *new* patron and manager.

District 40, Wicklow; Mr. Mahony.—Attendance tolerably regular in some cases; uncertain and capricious in others. In the town schools, nearly all of which are on the sea-board, the influx of summer visitors, by affording various temporary employments, bears away a large number of the more grown girls and boys. Along other parts of the coast, the chances of fishing seriously affect the attendance. At Arklow, for example, the attendance in both schools sometimes falls on a sudden from 300 or 400 to little more than 100, and rises as rapidly again. In the rural districts, field labour and herding cattle draw off large numbers from time to time. During the past and former years, railway works have exercised a disturbing influence on some schools, by bringing into them the younger children of the workmen who take up a temporary residence along the line, and drawing away the grown children of permanent residents to various employments. The most prevailing cause of irregularity, however, is indifference; and that is most apparent in town populations, who should be expected to be more solicitous for education than those in rural districts.

District 41, Portarlington; Mr. Porter.—The attendance during the months of May, June, and July was very good, that of the girls appearing, on the whole, to be more regular than the boys. Comparing together the centesimal proportion of the average attendance to the number on the rolls for the several months of the years 1861 and 1862, we find that in January, February, March, August, and November, it is lower in the latter than in the former; in April, June, September, October, and December it is higher, and in the other months about equal. The per-centage, however, for the twelve months of 1862, differs but little from that of 1861. The causes of the low per-centages in the first three months of 1862 were the scarcity of fuel at the end of winter and beginning of spring, which caused the children to be kept at home during the cold, wet weather, there being no fires in the schools; afterwards, measles became epidemic, which thinned the attendance at some schools, and closed others.

District 42, Gort; Mr. Sweeny.—The average attendance for the year in the schools collectively is above fifty-three per cent. of the average number on rolls. The average attendance of the male pupils is less than fifty per cent. of the number on rolls for the months of April, September, October, and November; of the females, for the months of September and October only. From this it would appear that the children are kept at home during the busy seasons, the poverty of the parents not allowing them to employ labourers.

District 43, Thurles; Mr. Lawler.—Attendance very irregular during the months of September, October, and November, owing to the wet season, and consequent lateness of the harvest.

District 44, Athy; Mr. Coyle.—Attendance irregular at the seasons when the people are busily engaged at the several operations connected with agriculture. Severe cold weather

Appendix D.

Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

Appendix D. also causes irregularity in the attendance, particularly of the younger pupils, very many of whom are barefooted, and otherwise badly clothed. All these causes are greatly counteracted by skilful, diligent teachers, particularly when their school-houses are well warmed and comfortable. The irregularity is always greatest in schools not skilfully and carefully conducted.

Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

District 45, Ennis; Mr. O'Galligan.—Fuel was very scarce and dear during the winter of 1861–2, and the school-houses were very insufficiently heated, in consequence; the attendance during the last quarter of 1861 and the first quarter of the following year was, therefore, much smaller than usual. The harvest also of 1862 was unusually late, and a larger number of pupils than in ordinary years were, besides, detained from school during the third quarter, for the purpose of assisting their parents at hay-making, drawing home turf from the bogs, &c.; to the same causes, perhaps, may be attributed the decrease in the average ages of the pupils (*males* 10·9 to 10·0, and *females* 10·6 to 9·4).

District 46, Tipperary; Mr. Potterton.—Attendance is more regular than in the majority of districts, or for Ireland at large, but not so much so, by any means, as it should be. One great cause of irregularity here is the scant supply of fuel. This, coupled with the fact of the houses generally being slated and unceiled, causes a very poor attendance in the winter months, when schools are most crowded where turf abounds, and thatched roofs prevail. To add to the cold of the school-rooms, I found, on taking charge of the district in May last, very many schools unboarded, and damp in the floor. Since then, I am happy to say, that grants have been made by Mr. Vere Foster, for over twenty cases, which have been, or are being, availed of. The district, too, being essentially pastoral, there is little reason for irregularity owing to pressure of outdoor work, and I quite calculate on improvement in this regard in 1863.

District 47, Kilkenny; Mr. Bradford.—Attendance very irregular. The causes are, damp, cold school-rooms, want or scarcity of fuel, wetness of mornings, parents requiring their children's labour at home, and, above all, the little value set upon education by the poorer classes.

District 48, Dungarvan; Mr. J. G. FitzGerald.—The attendance of pupils at the schools of the district continues to be irregular, particularly at seed-time and at harvest, when even very young children find employment. The extreme severity of the weather, during the year, has had an injurious effect upon the attendance, which has been also much interfered with by a succession of epidemics, such as measles, &c., among the school-going children.

District 49, Waterford; Mr. O'Loughlin.—Attendance irregular. In September, and the three months of winter, the attendance was lowest; in the former, on account of the harvest operations, and the vacation usually then given; in the latter, on account of the severity of the season, which made it difficult for the younger children to leave their homes.

District 50, Wexford; Mr. Dugan.—The character of the pupils' attendance throughout the year is generally irregular; the average attendance being only forty-six per cent. of the average number on rolls. This irregularity is to be attributed—First, to the children's being employed at farm work during the tillage and harvest seasons. Second, to the severity of the weather, preventing the children, especially the younger, from attending, unless the school be in their immediate neighbourhood. Third, to the negligence of the parents in not sending their children to school, and in keeping them at home on every trivial occasion.

District 51, Limerick; Mr. O'Callaghan.—The character of the attendance is scarcely altered from that of the previous three or four years. The irregularity certainly has not increased in the present year.

District 52, Newcastle West; Mr. Robinson.—Attendance more regular. Proportion per cent. of attendance to number on rolls greater than for 1861, owing to the improvement in the character of the schools, and the diminution in the number of hedge schools.

District 53, Clonmel; Mr. Lane.—Attendance pretty regular; not, in my opinion, differing from that of other years.

District 54, Tralee; Mr. O'Driscoll.—The attendance during the summer was regular; but, during the winter, it was very irregular, owing to the severity of the weather, and in a great measure to the distress that unfortunately prevails in some parts of this district.

District 55, Macroom; Mr. Strong.—Attendance rather regular through year, except in months of March, October, November, and December; irregularity in latter months caused by field employments, and prevalence of epidemics.

District 56, Mallow; Mr. MacLochlin.—Attendance irregular, owing to poverty of parents.

District 57, Killarney; Mr. Macnamara.—The attendance of pupils during the year was, as in former years, irregular, and from the same causes as those which rendered it so in former years.

District 58, Bantry; Mr. H. W. M. Rodgers.—The attendance has been, in general, very irregular; partly owing to the fact that unusually great quantities of rain fell in this district. Allowance must also be made for the bad roads and great distances, which often tend to prevent children from venturing to school.

District 59, Dunmanway; Mr. O'Connell.—The attendance has been pretty regular, considering the usual impediments—domestic necessities, and agricultural requirements.

District 60, Cork; Mr. Sheehy.—The pupils' attendance was much more irregular in 1862 than in 1861.

No. 7.—General Observations as to Proficiency of Pupils found in Attendance at Inspections made during the year. Appendix D.

District 1, Letterkenny; Mr. Hickey.—*Reading* (including oral spelling and explanation).—As far as I can judge, from my short acquaintance with the district, I consider reading very fairly taught in the schools.

Penmanship.—This branch appears to me to be in a particularly low state.

Arithmetic.—Generally speaking, fairly taught.

Writing from Dictation.—This branch of instruction obtains its fair share of attention; however, as the progress made must generally keep pace with the progress in penmanship, much room for improvement still exists.

Grammar.—Very fairly taught.

Geography.—Very fairly taught.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

District 2, Londonderry; Mr. Graham.—*Reading* (including oral spelling and explanation).—Reading improved, and since introduction of object lessons, "subject of lesson" much better understood. Of those examined, there were able to read fairly:—First Book, 33·4 per cent.; Second, 34·2; Sequel and Third, 19·6. Owing to the very irregular attendance during the summer months in the rural schools, but a comparatively small number are classed in Fourth Book. Oral spelling is very fair.

Penmanship.—Slightly improved. If suitable broad-nibbed pens are provided, I do not see much use for head lines on the copies, as, if the teacher sets proper head lines on the black-board for each draft, the same subject is set for all, and that subject can be varied much more frequently than if head lines were merely attached to each copy. Each line is, as far as possible, inspected and corrected by teacher, before the next one is commenced.

Arithmetic.—Fair progress has been made in this branch. Pupils in the junior classes are fairly up to the programme, but in all classes sufficient attention is not paid to *neatness*. To remedy this the senior divisions are required, occasionally, to transcribe the work from slates to paper, while the junior divisions are recommended to be accustomed to write down from dictation columns of figures, either in simple or in compound addition.

Writing from Dictation.—In 1861, I noticed a great deficiency in this branch, and expressed my resolve of calling the teachers' special attention to the defect. There has been in 1862, a decided improvement in this subject. Of the numbers examined in 1861 and 1862, the per-centage stands thus:—

	1861.	1862.
Able to write a simple sentence fairly,	20·0	46·3
Do., with ease and correctness,	8·5	9·1

Out of 2,082 pupils examined in reading in First, Second, Sequel and Third, and Fourth Classes, 656 pupils, or 31·5 per cent., daily write down simple or compound sentences from dictation.

Grammar.—I think fair progress has been made in this subject. Pupils in junior divisions are generally able to point out the different parts of speech, and are required to give a reason for each selection made. The senior pupils can very fairly parse a simple sentence, and can, in general, apply the simplest of the rules; more could hardly be expected where the attendance is so irregular.

Geography.—Geography as a "home lesson" is more attended to than almost any other subject. Local geography is, however, much more attended to than mathematical geography. Attention has been called to this defect, and as there is now a "semi-globe" in most of the schools, it is probable that greater attention will be paid to that branch of this subject.

District 3, Coleraine; Mr. McIlroy.—*Reading* (including oral spelling and explanation).—Considerable improvement has been made during the past year. In a large number of the schools the "British Poets" is used occasionally as a reading book, with most satisfactory results. In the junior classes the teachers have given more attention to training the pupils to group the words properly; the result is that the drawling, monotonous tone, which is so common in children beginning to read, has almost disappeared. Oral spelling and explanation are carefully attended to.

Penmanship.—In this branch I cannot record any improvement. The writing of the pupils is much more carefully executed than formerly, owing to more careful supervision on the part of the teacher; but owing to want of proper copy lines, the style generally, is exceedingly bad.

Arithmetic.—Marked improvement in this branch has been made during the past year. In former reports, I had to complain that the pupils were not sufficiently instructed in the principles on which the rules depend; this has been remedied to a considerable extent. In no branch, with the exception of reading and writing from dictation, is the proficiency of the pupils so satisfactory.

Writing from Dictation.—The proficiency in this branch is most satisfactory. In the majority of the schools the senior classes write the dictation exercise on paper, in a book used expressly for that purpose; evidence is thus not only afforded of the progress of the pupils, but also of the care and attention bestowed by the teacher.

Appendix D.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Grammar.—Little improvement has been effected in this branch. A greater number of the pupils of the junior classes are able to distinguish the parts of speech, but in the senior classes but few of the pupils are capable of analyzing even simple sentences.

Geography.—In the majority of the schools the pupils are carefully instructed in local geography, but in few schools is there any attempt at teaching physical or mathematical geography. A fair proportion of the pupils are acquainted with the maps of the world and Ireland.

District 4, Ballymena; Mr. Gillic.—*Reading* (including oral spelling and explanation).—Reading is not well taught, few of the teachers being able to read well. The oral spelling is in general good, but teachers do not pay sufficient attention to explanation.

Penmanship.—I am able to report some progress in penmanship, but teachers do not as a rule, superintend the writing classes with sufficient strictness, or examine the copies carefully.

Arithmetic.—Practical arithmetic is carefully taught, but the principles are, in general, imperfectly known. Notation, in which I found the pupils so deficient last year, is now fairly taught.

Writing from Dictation.—This branch is fairly taught on the whole.

Grammar.—Grammar is very imperfectly taught. Too much time is devoted to “parts of speech” only, as I constantly meet with pupils who can refer all the words in their books to their respective parts of speech, but are quite ignorant of concord or government. I think that Sequel class pupils, as soon as they can distinguish the verb, should be required to know as much of syntax as will enable them to find the subject or object of a verb. On the other hand, I meet with many pupils “able to parse,” who cannot detect bad grammar in an easy exercise.

Geography.—There is a considerable improvement in geography, the number of pupils able to answer on their programmes being just double that reported last year.

District 5, Ballyclare; Mr. Irvine.—*Reading* (including oral spelling and explanation). Reading is, in many schools, the branch most attended to. In some parts of the district the people yet reckon nothing a lesson but reading, and, consequently, teachers, in such places, are obliged to give so many lessons daily in order to sustain the character of their schools and please the parents; but a different reason may sometimes be discovered for a teacher's devoting too much of the school-day to *reading*—it is a lesson that can pass with little trouble. A lazy person may hear, and often does hear, such a lesson with little exertion to himself, and still less benefit to the class. In the first class a child may acquire a natural or unnatural tone of voice; under careless teachers the latter is sure to prevail. To remedy or prevent this, children should be required to repeat off every sentence or phrase they read, and that as if part of their own talk.

Penmanship.—Penmanship, with a few exceptional cases, is not so satisfactorily taught as I could desire. I have been endeavouring to rouse teachers to a sense of their deficiency in the art of forwarding their pupils in this branch. I have watched the progress and too frequently found it unsatisfactory. I have got a copy-book, written by boys in a school where writing was good, and exhibited it to teachers and scholars in remote places, to awaken a notion of what could and should be done, with care and attention. Still, many teachers show very little of common sense in the course they pursue. They frequently give children copies to imitate that are quite too difficult for their stage of progress, and thus dishearten them. They pay too little attention to beginners, and the writing of others they pass without scrutiny, or with some slight remark on the general appearance of a page when finished. Some teachers write the head-lines carefully before or after school-hours, and these make far the best writers.

Arithmetic.—Considerable improvement has been made in arithmetic; many teachers show much more skill in bringing forward the junior classes, and this I look upon as the most important part. Very little theorizing is sufficient for children in the elementary rules, speed and accuracy in operation are the points to be aimed at; when these are attained, one lesson on the theory will be of more real use than ten before. No one can proceed satisfactorily in the simple rules, unless the tables are well committed, especially the multiplication table, and same reversed for a division table. With short, regular, well-prepared lessons, this is no difficult or unpleasant task. Children thus prepared and grounded in the fundamental rules, acquire a liking for arithmetic that is valuable and lasting. They eagerly receive instruction in theory and principles which they will aptly call to aid in the application of rules to cases that may afterwards occur.

Writing from Dictation.—Writing from dictation is much more efficiently taught than formerly. Teachers pay more attention to it. I have made it a point to commence examination with it, that teachers might be impressed with the importance I attached to it as a branch of education. A class soon reveals whether it has been regularly and carefully exercised or not, and teachers see the necessity of applying themselves, to stand in fair estimation. The Reading Books afford exercises on every page. Spelling is a particular object, but it is also necessary to attend to the general appearance of the writing, straightness of lines, use of capitals, stops, &c. Exercises ought to be varied, and occasionally chosen to elucidate or fix some principle in composition. Occasionally, advantage is taken of the

portion written for a parsing exercise: each has a word marked which he is required to parse in writing. In a great number of schools, third and fourth classes can write off a sentence decently with correct spelling.

Grammar.—In a great number of schools teachers do not succeed satisfactorily in teaching grammar. The chief aim of the teacher should be to bring his pupils as soon as possible to a knowledge of what may be practically useful to them. It matters little whether a boy can distinguish the parts of speech or not, if he stops at that stage; of little use is it to learn even the rules of syntax, if the learner cannot bring them to his aid in practice. True, the slight importance attached to grammatical knowledge by parents of pupils in some places is unfavourable to the teachers' success.

Geography.—There is not a school in the district in which there is not a map of the world, and very few in which several of the large maps may not be seen suspended. In all, there are regular or occasional lessons in map-geography; and in the greater number, some of the advanced pupils use text-books in the preparation of home lessons. The method followed may not in all cases be as effective as desirable, but, on the whole, I can say the general progress is fair, with a prospect of gradual improvement. Children like map lessons; and in no part of school business can monitors be more usefully employed, provided a judicious arrangement be made, and a regular course be prescribed by the teacher.

District 6, Strabane; Mr. Craig.—*Reading* (including oral spelling and explanation).—In a few of the schools the reading was all that could be desired, correct as to pronunciation and modulation of voice, and sufficiently expressive. In rather more than sixty per cent. of the remaining schools, it was fair, being such that a person with proper attention would have no difficulty in arriving at the meaning of the passage in the lesson books which the children were reading. The style was, however, in many cases monotonous, and in some cases, where fluency had been attained, the reading was quite too quick, and the pronunciation was often distinguished by provincialisms. Spelling and explanation are fairly attended to.

Penmanship.—This branch continues to be the worst taught of all the subjects in the school programme. A bad style is contracted at a very early period, and it is almost impossible to improve it afterwards. The defect seems in a great measure to be owing to inattention on the part of teachers, many of whom are very indifferent penmen themselves, and place very little value on proficiency in the pupils. The quality of the paper supplied by the Commissioners may not be good; assuredly the steel pens are of a very inferior quality, and are too long in use. I find it almost impossible to use them in making my observations on the state of the schools. To remove grounds for complaint, the quality of the stationery should be improved. Copy-books with suitable head lines should also be provided.

Arithmetic.—The requirements of the school-programme secure a fair amount of attention to this subject. There are two defects in the method of teaching arithmetic in this district, which I have been endeavouring to correct. First, the black board is not sufficiently used in teaching notation to the junior classes; and second, the teaching of the subject in the advanced classes becomes too mechanical, from the children's not being required to work out results for themselves. When a question is proposed of a nature somewhat different from what they are accustomed to, they are so much discouraged by what appears to them strange and difficult, that few will attempt the solution.

Writing from Dictation.—The pupils of Sequel and higher classes regularly receive instruction in this important branch, and the state of proficiency attained is respectable. I have frequently occasion, however, to find fault with the manner in which the exercise is written. In a few schools, where the subject is very well attended to, the writing will contrast favourably with the pupils' efforts on paper. In one or two schools something higher than "writing from dictation" merely, is aimed at. The children are required to write original exercises on paper, or to give descriptions of familiar objects. These exercises are carefully corrected and criticised. I have been much pleased where this practice has been adopted, as the matter has been quite overlooked—the attempts of even some of the teachers, though, perhaps, inexperienced, at letter-writing being often contemptible.

Grammar.—Grammar is mostly taught orally in connexion with the reading-lesson. The junior classes can frequently distinguish the parts of speech; the third class is able to parse occasionally; the fourth class, generally. The children are indebted to the teacher for whatever knowledge of the subject they possess. If they are examined in the text-book they will generally be found deficient. It would be desirable, therefore, that the subject should be more carefully taught, as grammar has such close connexion with correct thinking, and is so entirely concerned with the correct expression of thought. An author remarks that much of the future success of the young student may depend on the manner in which the subject is taught, as it serves as a natural introduction to a course of intellectual training, and forms the first step in a philosophical education.

Geography.—Many of the schools have been recently supplied with outline-maps and other apparatus, at the expense of the Commissioners or teachers, or through the liberality of Mr. Vere Foster. This has given a stimulus to the study of geography. The preparation of lessons from the text-book is not, however, sufficiently attended to; I have occasionally attempted to examine the pupils on the subject in writing. In some of the schools the

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General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Appendix D. success of this plan was gratifying; but in most of the schools so much time was consumed in consequence of the difficulty which the children had in spelling the names of places, &c., that I was compelled to give up the practice. I am sure it would be very useful if the teachers would undertake to have the pupils prepared for it.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

District 7, Maghera; Mr. MacDonnell.—*Reading* (including oral spelling and explanation).—The reading in five schools is quite satisfactory; in fifty-one, good; in thirty-nine, fair; and in thirty-two, inferior. Of the 3,918 pupils examined on this subject, 891, or 23 per cent., were able to read First Book correctly; 989, or 25 per cent., the Second Book correctly; and 806, or 21 per cent., the Third or higher books, with ease and intelligence.

Penmanship.—Penmanship is quite satisfactory in twelve schools; in forty-one, good; in thirty-two, fair; and in forty-two, inferior. Of the 1,610 pupils examined, 633, or 39 per cent., were able to write fairly; and 102, or 6 per cent., with ease and freedom.

Arithmetic.—Arithmetic is fairly taught to a fair proportion of the pupils in seventy-nine schools. Of the 2,197 pupils examined, 563, or 26 per cent., were able to set down accurately any number of not more than seven places of figures; 718, or 32 per cent., were able to work any ordinary sum in subtraction, correctly; 470, or 21 per cent., were able to work a sum in division of money; and 306, or 14 per cent., were able to work readily and correctly questions in proportion or practice.

Writing from Dictation.—Dictation is fairly taught to a fair proportion of the pupils in eighty schools. Of the 1,039 pupils examined, 471, or 45 per cent., were able to write a sentence with tolerable accuracy; and 130, or 12 per cent., were able to write with ease and correctness.

Grammar.—Grammar is fairly taught in seventy-eight schools. Of the 2,248 pupils examined, 468, or 21 per cent., were acquainted with the parts of speech only; and 270, or 12 per cent., were able to parse syntactically.

Geography.—Geography is fairly taught, and to a fair proportion of the pupils in seventy-six schools. Of 2,452 pupils examined, 734, or 30 per cent., were acquainted with the outlines of the map of the world only; 276, or 11 per cent., with map of Europe or Ireland; and 34, or 1·4 per cent., were able to answer on the general course of geography.

District 8, Belfast North; Mr. Nesbitt.—*Reading* (including oral spelling and explanation).—The reading is intelligent and correct in most of the schools, but entirely devoid of any expression or feeling; indeed that high style of reading is scarcely desirable in our schools—composed of the children of the working classes, with teachers who have been drawn principally from that class, and have not for any length of time, been favoured with higher instruction themselves. Carrickfergus Model Schools, female and infant, the pupils of which read with a degree of expression which leaves nothing to be desired, form an exception to the above; the pupils, however, are of the higher grade of society, and the teachers have had superior social advantages.

Penmanship.—Good in about one-third of the schools. The want of a better system of elementary instruction in this branch has been much felt for years, and is not likely to be supplied. I have myself directed the attention of the Commissioners of Education to this defect for more than a quarter of the present century.

Arithmetic.—Good in general. The teachers find arithmetic easy to themselves, and hence they feel a pleasure in teaching it. A little more attention to mental exercises would be useful.

Writing from Dictation.—This has been carefully attended to; indeed most of the pupils in Sequel class can write from dictation with tolerable correctness.

Grammar.—All the pupils in third and fourth classes can distinguish parts of speech; but few can analyze a sentence with such power as to make it useful as a mental exercise; this defect is in part owing to the tender age of the pupils.

Geography.—Maps well known. In most of the schools the rote geography in home lessons requires more repetition than is generally allowed for it.

District 9, Belfast South; Mr. W. R. Molloy.—*Reading* (including oral spelling and explanation).—Reading generally fluent and intelligent, but wanting in expression. Proficiency in oral spelling very fair. The explanation of the subject-matter of the lesson books continues to receive but little attention from the teachers.

Penmanship.—Proficiency in this branch is above the average throughout the district. In about six of the town schools the pupils' penmanship is very creditable.

Arithmetic.—In the majority of the schools, the pupils display much readiness and accuracy in working sums; but the principles on which the rules depend are, in general, not sufficiently explained by the teachers.

Writing from Dictation.—Writing from dictation receives due attention, even in the junior classes.

Grammar.—Except in the more important town schools, the instruction in grammar may be said to be confined to distinguishing the parts of speech.

Geography.—In most of the schools, the pupils are tolerably familiar with the leading features of the large maps furnished by the Board.

District 10, Newtownards; Mr. Osborne.—*Reading* (including oral spelling and expla-

nation).—There is still much coarseness in the reading, but the enunciation is clearer, the articulation more distinct, and there are some approaches here and there to a graceful style. In some of the more efficient schools the reading of poetry has been more practised, and with some result and improvement in the general style of reading. The oral spelling and explanation are generally fair.

Penmanship.—In some of the higher schools, under first class masters, improved copy-lines have been introduced, and there is an evident improvement in this branch; but in the schools generally, the style is ungraceful, and the execution clumsy. We want a good set of copy-lines supplied by the Board, and more careful attention on the part of the teachers to this important branch of practical elementary instruction.

Arithmetic.—I think that this branch is pretty fairly taught in all the schools, at least the practical exercises on the slate. Sufficient care is not generally bestowed on the theories and explanation of rules.

Writing from Dictation.—All the higher classes can write, without any gross blunder, any passage selected from the Third Reading Book.

Grammar.—There is, perhaps, as much time and attention bestowed upon this subject as the nature and character of our schools will permit; and an amount of proficiency has been attained which, although not great, is, probably, as high as we can expect. Children in the Sequel class can recognise in any plain sentence the different parts of speech; and the third and higher classes have a fair knowledge of the text to the end of syntax, and can parse etymologically, or syntactically, or both. Grammatical analysis and composition are attempted, with less or more success, by a few of the higher classed teachers.

Geography.—The pupils generally are fairly acquainted with the maps of the World, Europe, and Ireland; and in a few schools the other maps furnished by the Board are brought at least partially before the notice of the pupils. Home lessons in the "Geography Generalized" are prepared by the pupils in the fourth and fifth classes, and in a considerable number of schools, the "Introduction to Geography and History" is prepared by the third and Sequel classes. The knowledge of elementary principles and definitions is fair.

District 11, Donegal; Mr. Currie.—*Reading* (including oral spelling and explanation).—But indifferent success seems, for the most part, to attend instruction in this subject. The cause of the deficiency is twofold. Few of the teachers themselves can read well, and hence they fail to present to the pupils such models of style as are calculated to promote improvement, and form a correct taste in this most important acquirement. To this must be added the singularly unskilled and ineffective methods, for the most part, pursued in teaching this branch. To most teachers it appears sufficient to guard the pupil against the mispronunciation of single words, and to leave it to time, and the natural taste and aptitude of each, to secure the attainment of correct and fluent reading.

Penmanship.—Of the three essential requirements in the elementary course of instruction afforded in our schools, none has been marked by such want of success as this. It is rare to find a school in which this branch can be said to be well and skilfully taught. In most instances this is attributable to the want of careful supervision of pupils while writing, so as at once to obtain a proper position, and mode of holding pen, &c.; as also a strict conformity, in the size and shape of the letters, to the copy-line. What has been further subsidiary in producing and perpetuating the defective style of penmanship so often to be met with in National Schools, and which has been the subject of remark and severe comment, as well by the inspectors as by the public generally, is the employment of the copy-lines furnished by the Board; and it is only where the teacher casts these aside, and either sets the head-lines himself, if his handwriting be good, or obtains those of some accredited teacher of writing, that the degree of proficiency in this branch can be declared to be at all satisfactory.

Arithmetic.—This subject, for the most part, is taught with fair success and efficiency in our schools.

Writing from Dictation.—The degree of proficiency in this subject, as realized by the senior classes in a National School, in most instances evinces fair attention to it as a portion of school course, as also some thought and skill in the mode of teaching it.

Grammar.—The attainments in this subject, for most schools of the district, do not extend beyond a moderate acquaintance with the parts of speech, and their simpler and more obvious accidents.

Geography.—The results of inspection show extremely low proficiency in this subject. In some measure the cause of this lies almost outside the reach and influence of teachers' efforts; for many of the pupils, under the sanction and encouragement of their parents, evince an apathy, amounting almost to a positive refusal, when required to partake in this portion of school course. But, while allowing full weight to this circumstance, in accounting for the unsatisfactory attainments hitherto to be met with, it cannot be denied that the cause lies much more in the methods pursued by most teachers, in their mode of imparting instruction in this branch. To communicate a few isolated and detached facts, amounting to little more than a bare catalogue of places, and their positions as laid down on the map, seems to form the staple of each lesson; but of dwelling on, in connexion with such topographical details, the physical features, natural productions, manufacturing industry, commercial and political relations, and other like important and interesting circumstances, seems to be a

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Appendix D. conception utterly foreign to the thoughts and views even of the most skilful and intelligent teacher.

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District 12, Sligo; Mr. Kennedy.—*Reading* (including oral spelling and explanation).—In only a few schools can it be said that reading is *well* taught. It might be much improved if each child were invariably supplied with its own reading-book; in many cases not more than half those present in a class are provided with books, though it is evident that good reading cannot be expected while two, and sometimes three, are obliged to read from the same book. Pupils are not generally deficient in a knowledge of the subject of their lesson, though the teacher's examination is frequently too much confined to the meanings of particular words, instead of embracing the entire lesson.

Penmanship.—In most schools there is not much ground for dissatisfaction as regards the style of penmanship, and in a few it is very good.

Arithmetic.—The ages of many of the pupils examined in arithmetic being taken into account, there is not a sufficiently large number acquainted with the advanced rules. It is frequently found that the second class children are imperfectly prepared in slate arithmetic, and there is too little attention given to mental calculation in all classes. The new form of school programme, which requires this, instead of limiting it, as before, to the higher classes, is likely to lead to an improvement.

Writing from Dictation.—In this district there is a somewhat larger proportion of the pupils examined in writing from dictation, who can be returned as "able to write a sentence with ease and freedom," than in the district which I had charge of for the past few years. Altogether this branch shows no decided defect; in most schools it is now taught to Sequel class.

Grammar.—In teaching grammar, the instruction is chiefly confined to enabling pupils to distinguish the parts of speech, and in the advanced classes to parse an easy sentence. Text-books are too much neglected, and consequently the knowledge of the subject is in many cases only superficial.

Geography.—Perhaps there is less reason for being satisfied with the manner in which geography is taught in the majority of our schools, than any other subject. Text-books are not sufficiently employed, while there is too little preparation, both by teacher and pupils, for the lesson, which consists of a series of unconnected questions, many of which are repeated day after day. I have repeatedly endeavoured, though too often unsuccessfully, to induce teachers to adopt a systematic arrangement of lessons, for which they would make careful preparation beforehand.

District 13, Enniskillen; Mr. J. Brown.—*Reading* (including oral spelling and explanation).—The result of the examination on reading during the past year was less favourable than formerly.

Penmanship.—There continues to be a large proportion of the schools in which the proficiency attained is fair; yet, from the want of careful supervision when the pupils are engaged writing—a want of due practical teaching—comparatively few attain to a finished style of symmetrical writing. I have heard a very general complaint from the teachers, with reference to the quality of the pens furnished by the Board.

Arithmetic.—I found considerable improvement during the past year in the accuracy and expertness attained by the pupils in this department; but should their knowledge be tested on a question in the higher branches, given in a different form from that with which they have been familiar, the deficiency of the teacher, in not making his pupils thoroughly understand the principle of the operation, often betrays itself. In many cases too, the senior pupils cannot even repeat the prescribed rules; and the same may be said of the several arithmetical tables. The want of repetition is the great defect here, as well as elsewhere, in our course of study.

Writing from Dictation.—The proficiency in writing from dictation continues, on the whole, satisfactory, but with a slight decrease compared with the preceding year. In many cases where there may be reasonable accuracy in the spelling, will be found a want of taste in the execution, besides such defects as the improper use of capital letters, the incorrect division of words into syllables, and a general inability to punctuate according to the sense of the passage dictated; all which should be regarded by the teacher as forming part of the dictation exercise.

Grammar.—Many in the Sequel class, and the majority in the third and higher classes, now learn home-lessons from a text-book on grammar; but very few teachers attempt to teach this branch intelligibly to the children; and whilst a fair proportion of them may be able to point out all the "parts of speech," and some may be even able to parse syntactically, in most cases the knowledge possessed is of no practical value. Comparatively few can detect a grammatical error in a sentence; and of those who can do so, it is more frequently by the ear, or usage, than by a knowledge of the grammatical structure of a sentence. There are a few schools in the district, however, in which grammar is as well understood and taught as I have ever found elsewhere.

Geography.—The majority of the Sequel and higher classes also prepare home-lessons in geography from a text-book, and in a few schools the subject is well taught, whilst the knowledge acquired by the pupils is highly creditable; but in too many instances is the

time devoted to it spent unprofitably, because of the unconnected nature of the questions *Appendix D.* put by the teacher, and repeated from day to day.

District 14, Omagh; Mr. Adair.—*Reading* (including oral spelling and explanation).—*General Observations as to proficiency of Pupils at inspections made during the year.* Reading is not so well taught in general as is desirable. There is a want of easy, free delivery on the part of the pupils. They are not taught to speak out fully, and the reading is generally too low. The teachers do not aim sufficiently at making good readers; and the grown pupils are mostly more anxious to advance themselves in other branches. Of found in all the school course there is none, I believe, which receives less attention, compared with attendance its importance, than reading does. I can only return eight schools in which the reading at inspections made during the year is all that is to be desired, ten in which it is good, and thirty-three in which it is fair. Oral spelling is, on the whole good; but explanation of words, and of the subject-matter of the lessons, is poor in general. There is hardly any attempt made, in the majority of the schools, to develop the lessons usefully and practically.

Penmanship.—Penmanship holds nearly the same position in the schools as reading. I have returned nearly the same number of schools in which the writing is “very good,” “good,” and “fair,” respectively. In many instances the teachers are not good writers themselves, and the copy lines set by them cannot, of course, be good models for imitation. Apart from a bad style of penmanship, I have found copy lines objectionable, owing to errors in orthography. I am happy to say, however, that greater numbers, *proportionately*, are now learning to write than was the case some time ago. Almost all the pupils attempt writing, either on slates or on paper; and almost all the pupils above first class learn to write on paper. If copy-books were issued by the Board with printed head-lines, I am confident a great improvement in writing would be the result. I believe the result would justify the additional expense.

Arithmetic.—Arithmetic is very fairly taught in a large proportion of the schools, as far at least as the pupils are capable of being taught this branch; for it is to be observed that by far the greater number are in the junior classes. Children of such standing cannot be expected to comprehend the advanced rules of arithmetic. As far as proportion, arithmetic is fairly taught, and to a fair number of the pupils. All the pupils above first class in the schools of this district learn to work sums, less or more. Notation is well taught.

Writing from Dictation.—Writing from dictation is well taught in the schools generally. All the pupils above the second class usually write from dictation during a portion of each day. In seventy-five schools, out of 101, writing from dictation is fairly taught, and to a fair proportion of the pupils.

Grammar.—Grammar is, on the whole, very fairly taught. The second and Sequel classes are in most cases found to be up to the requirements of the school programme as regards the parts of speech. It is in the third class that deficiency in this branch appears most frequently, and especially so in schools having no fourth class. In such schools one expects that the best pupils of third class (the highest class), should be able to parse fairly, and to show some acquaintance with the rules of grammar. In the advanced classes the pupils are not sufficiently acquainted with the text-books on grammar. Home-lessons on this subject are not sufficiently insisted upon. On the whole, I should say, the knowledge of grammar attained to by the pupils of our schools is fairly adequate to their requirements, and creditable for children of their age.

Geography.—I have nothing to complain of under the head of geography. All the pupils in all the schools of my district get lessons on maps at least. In seventy-eight schools geography is fairly taught, and to a fair proportion of the pupils. I believe the instruction given in this subject is quite adequate to all the requirements of the children who, in general, attend our schools.

District 15, Dungannon: Mr. O'Neill.—*Reading* (including oral spelling and explanation).—A fair proportion of the children read with tolerable fluency, and are able to spell words selected from their reading-lessons. As a general rule, however, they are deficient in answering simple questions on the matter of the lesson, which I am in the habit of putting to them, with a view to ascertain how far they understand the meaning and scope of what they have read.

Penmanship.—The proficiency of the children in this important branch is far from satisfactory, nor is it difficult to account for the little progress usually made. In many schools the teachers exercise little or no supervision over the writing classes, and, in nearly all, the pens, ink, and paper are of a very inferior quality.

Arithmetic.—In the greater number of schools this subject is taught on the mechanical or “rote” system. The pupils learn nothing but a collection of rules, while the principles on which these rules are based remain unexplained. Where this method is adopted, it will be frequently found that a very simple question, if put in a different way from those in the text-book, will puzzle children who are studying, and supposed to be acquainted with, the higher parts of arithmetic. Few teachers make sufficient use of the black-board in explaining the principles of notation.

Writing from Dictation.—Fairly taught to the third and fourth classes in most schools. It is rarely, however, that the pupils of Sequel class are found to have made any progress in this branch. In some cases I found, on my first visit, that sufficient attention had not been

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paid to this subject, and in a few schools, that it had not entered into the course of study at all. Whenever I thought it requisite, I explained to the teacher the necessity of giving to it the time and attention due to its importance, and believe that, on the whole, fair progress has been made therein during the past year.

Grammar.—The early age at which the children leave school, and the irregularity of their attendance, are great obstacles to the attainment of a satisfactory proficiency in this subject, in its nature intrinsically difficult, and requiring continuous study. If these circumstances be taken into account, I believe that fair progress is being made in about one-half the schools in this district. In too many cases the teacher's grammatical knowledge is of a very imperfect and meagre kind, while it is very common to find those who appear to know the *theory* of the subject very well, making the grossest grammatical blunders in conversation. It seems, almost, as if it were labour thrown away to spend a certain amount of time in teaching rules which are afterwards utterly disregarded by teacher and pupils.

Geography.—I am of opinion that very little attention has been devoted to this subject in the greater number of schools, and that the children are proportionately deficient therein. On inquiry I was usually informed that parents attach little or no value to a knowledge of geography, from a belief that it possesses no practical or "ready money" value. Of course it is hard to expect that teachers will devote time and labour to a thankless task. When the importance of the subject and its usefulness were duly explained, I had, in general, no difficulty in securing for it a due position in the time-table. I must remark, however, that few teachers have a good method of giving lessons in geography. They confine themselves to asking a few questions as to the position of places on the map, and these appear to be repeated day after day with little variation.

District 16, Armagh; Mr. S. Brown.—*Reading* (including oral spelling and explanation).—In this very important branch there is steady improvement. Four years ago the proficiency was less satisfactory in reading than in any other subject; it is now as good as can be reasonably expected in most schools. There appears this year a lower per-centage able to read Second Book than that of last year; but this is easily accounted for. In all my former reports I returned as "examined in reading" none who were not able to read the early lessons in third section of First Book; while I have, this year, included under the same head, all the children in attendance, except a few mere infants, who did not know any of the letters. In fact, the numbers able to read Second Book this year are 40 per cent. greater than they were last year; and the numbers able to read Third and higher books, 37 per cent. greater than for 1861, while the average attendance remains about the same.

Penmanship.—The proficiency in writing is less satisfactory than could be wished; the obstacles to its improvement have been noticed in my previous reports, and some of them still exist. In one important point, this year shows some progress. The proportion which the number of pupils writing on paper bears to the average attendance is nearly 20 per cent. higher than in any former year; and the number learning this branch is 40 per cent. higher for 1862 than for 1861. A greater amount of school exercises is now performed in writing than was formerly done, and much more attention is paid to this subject in the junior classes.

Arithmetic.—Arithmetic continues to receive due attention. There is no material difference in the proficiency this year which calls for special notice. The number able to work the advanced rules is comparatively small, but the very early age at which most of the children are withdrawn from school, accounts for this, and leaves little ground to hope for much improvement in this respect.

Writing from Dictation.—Writing from dictation is successfully taught in most schools. There is a considerable increase this year, both in the number learning this branch and in the number who acquitted themselves fairly. Composition and letter-writing have been introduced into nearly half the schools of this district; and the practice of requiring the highest draft of second class to copy sentences from the reading tablets or the early lessons of Second Book is becoming general, and is attended with good results. In schools where all the progressive steps—copying, writing from dictation, composition, and letter-writing—are taught, the instruction is far more effective and practically useful.

Grammar.—Compared with former years the proficiency in grammar is improved. There is little change in the numbers able to parse syntactically, but there is an increase of 34 per cent. in the number acquainted with the parts of speech only. Instruction in grammar is still defective. Some teachers scarcely attempt teaching anything beyond distinguishing the parts of speech; and few make the grammar lesson serve the purpose of mental discipline in any considerable degree. The teaching is too superficial, and its effects will not, I fear, long survive the school life of the majority of pupils.

Geography.—In geography, as in most other branches, this year shows signs of progress and improvement. It is beginning to receive more attention as a home lesson, and consequently the instruction is more connected and complete. Being of less practical importance than other branches, less time is devoted to it, and of course the proficiency is, on the whole, less satisfactory.

District 17, Downpatrick; Mr. Patterson.—*Reading* (including oral spelling and expla-

nation).—In general the children read as fluently, and pronounce as correctly, as they can be expected to do. Few of the teachers, however, explain either the words or the subjects of the lessons read with sufficient care; and their method of examining is still very defective; consequently, their pupils read with much less intelligence than is desirable and attainable by pupils in the third and senior classes. With the oral spelling there is little fault to be found.

Penmanship.—Fair and improving.

Arithmetic.—Fair and improving. Not enough of importance is yet attached to thoroughly grounding the pupils in theoretical and practical knowledge of the elementary rules.

Writing from Dictation.—Steady progress continues to be made in this branch. The number of pupils able to write tolerably correctly is, perhaps, now as large as there is any reason to expect it to be; and a satisfactory increase in the number who write with ease and accuracy is observable. Writing from memory the poetical lessons in the reading books has contributed much to this result.

Grammar.—The children, and, indeed, the teachers, seem to understand less of grammar than of any other branch of the school programme. Still, I am glad to observe, there has been a marked improvement in the proficiency of the pupils in this branch this year—17 per cent. of those examined in 1862 being able to distinguish the parts of speech, or understanding the application of the rules of syntax, against 8 per cent. in 1861. This improvement is still greater than those figures show; for a larger proportion of the entire number of pupils in attendance was examined in grammar in 1862 than in the previous year.

Geography.—The number of pupils who have some knowledge of geography has increased from 22 per cent. of all examined in 1861, to 32 per cent. of all examined in 1862, although, as in the case of grammar, a larger number of pupils was examined in geography in 1862 than in 1861. But the instruction given in this branch has not made a corresponding advance in regard to *extent*—the information imparted by the teachers being usually very meagre and uninteresting.

District 18, Monaghan; Mr. Dowling.—*Reading* (including oral spelling and explanation).—The reading of the senior classes is usually clear and intelligible, conveying very fairly the meaning of the passage. In the junior classes, sufficient attention is not paid to the pauses, the result being that the words are not grouped according to sense, the teacher being satisfied if the words are correctly pronounced. Owing, however, to frequent examination, the pupils, even in the junior classes, become very well acquainted with the subject-matter of the lessons. The senior classes answer remarkably well on this subject. Oral spelling is well attended to in the junior classes. In the senior classes the "Spelling Book Superseded" is very generally used for home lessons.

Penmanship.—Except in schools commanding a regular attendance of the pupils, the teaching of penmanship is one of the least successful branches of instruction. When the attendance is irregular, it is almost impossible to make the pupils write well; for during his absence, he practises writing at home, without head-lines, and without supervision, and when he returns, he finds it more difficult to imitate a model line, and to write with care, than he could do if he had omitted writing altogether while at home. Accordingly, it is found that pupils who attend school irregularly are more backward in writing than in other branches. The teachers seem to pay increased attention to the supervision of this branch. If they would discontinue the practice of *writing* head-lines, and allow the pupils to imitate the engraved line constantly, the proficiency attained would be much higher.

Arithmetic.—Arithmetic seems to be taught with very fair success. The pupils in third and higher classes, obtain a good knowledge of the compound rules, and many of them know proportion and fractions.

Writing from Dictation.—This branch continues to receive much attention. A very fair proportion of the pupils in third and higher classes can write any ordinary passage with correct spelling and punctuation.

Grammar.—The parts of speech are pretty well known in Sequel and third classes, and the higher classes can usually explain the mutual relations of the words in any ordinary sentence. The teachers give a good deal of attention to this subject.

Geography.—The local geography of Europe and Ireland is carefully taught to the higher classes, and the general outlines of the Map of the World to Sequel class. Any pupil who has been tolerably regular in attendance is usually found to know as much as is prescribed on the programme.

District 19, Newry; Mr. Morell.—*Reading* (including oral spelling and explanation).—In a considerable number of the schools reading is not successfully taught. The tone is monotonous, and, even as regards the higher class pupils, there is a great want of ordinary distinctness, not to speak of expression and intelligence. In most other subjects home lessons are regularly learned; but in reading, a lesson is seldom formally prepared. It is not a matter of great surprise, therefore, that the defects alluded to are so observable. Explanation and oral spelling receive a fair share of attention. In every school in the district the "Spelling Book Superseded" is found.

Penmanship.—Not much improvement in penmanship has taken place during the past year. A very large proportion of the children, it is true, write on paper—all, or nearly

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all, from Sequel class upwards. The writing exercise is too often hurriedly got over; the children are left too much to themselves. The copies are, in most instances, examined and marked by the teacher; but it is while the writing is going on that the immediate superintendence of the teacher is required. This superintendence very often is thrown over to assistants and monitors, the principal teacher being occupied with other business.

Arithmetic.—So far at least as the higher class pupils are concerned, arithmetic is taught with considerable care and success. There is no school in the district now wanting a black-board, which is generally used daily in teaching arithmetic. It is found, however, that in a considerable number of the schools, the lower division of second class pupils are not practised in slate arithmetic; the instruction given is confined to the learning and repeating of the arithmetical tables. The teachers are slow to see that in the teaching of arithmetic to the second class, and even to the more advanced pupils of the first class, the black-board may be most profitably used.

Writing from Dictation.—This subject continues to be carefully taught. In the majority of the schools it is now, as it should be, a desk exercise.

Grammar.—Grammar is fairly taught, and to a fair proportion of pupils.

Geography.—The answering in geography has been higher this year than formerly. In the "Geography Generalized" home lessons are learned by the higher class pupils, while the junior pupils receive instruction by lecture from maps. In some of the schools the black-board is used in drawing out outline maps, which is found to be a useful and interesting help in the teaching of descriptive geography.

District 20, Ballina; Mr. Healy.—*Reading* (including oral spelling and explanation).—The character of the reading, though as a whole correct, is very deficient in anything approaching to *taste* and *expression*. The teachers themselves are, I find, generally very poor readers; nor do they seem to me to have ever considered the propriety of endeavouring to improve their own style of reading, in order to qualify themselves for teaching this highly important art properly. I have not met a teacher in the district who had apparently ever thought of the necessity and advantage of reading select pieces in the hearing of their pupils, or even passages of the lessons on which these might happen to be engaged. I have taken considerable pains, both orally and in writing, in giving suggestions how the character of the reading of both teachers and pupils might be improved. Oral spelling: general result fair. Explanation: generally very poor.

Penmanship.—The teachers as a body write a good, flowing hand; but I regret their pupils cannot, except in a very few instances, share in this praise. The general bad writing is to be accounted for by one, or in some cases all, of the following causes:—1. Want of proper supervision on the part of the teacher. 2. The fluctuating attendance in all the rural schools. 3. Want of a sufficient and constant supply of paper, ink, and pens. The last is the great source from which the bad writing of the children is derived. Indeed, in many schools of the district, with an attendance present of, perhaps, forty children, I have frequently found but three or four copy-books, which had been bought in the neighbouring town at an advance of 150 per cent. on the Board's price. It is also no uncommon thing for one ink-bottle only to be found in a school! The consequence is that but very few, if, indeed, any, of the young persons I have met in the rural schools, and who were verging on maturity, could make anything like a creditable attempt at writing a letter.

Arithmetic.—Fairly taught in about forty-six of the schools, and poorly in the remaining ones. The greatest mistake committed in teaching arithmetic is the neglect of showing the practical bearing of the rules on the every-day business of life. In rural schools, teachers should ask some one of the pupils of the classes before them what amount of butter, pork, or grain, his father had sold in the last market, and the price per lb. or cwt.—this to serve as an exercise instead of a dictated sum from an arithmetic. In town schools the exercises should be varied to the multiplicity of pursuits in which the commercial men of the town may be engaged. Were arithmetic taught in this way, a new interest would be awakened, and the children would come to regard it in a very different light from what they commonly do. In order to attain that rapidity and precision so essential in calculation, much greater attention should be bestowed on the elementary rules. In no branch of study is repetition of greater importance than in arithmetic. Indeed, I have found it attended with much good, to make even the more advanced pupils work dictated sums in the *four common rules*.

Writing from Dictation.—Writing from dictation is fairly taught in about forty of the schools. Want of knowing a proper method of teaching it appears to be a general fault. It would therefore, I think, be advisable if elementary handbooks on the best method of teaching this, as well as other subjects, were put on our book list, as is the case in England. I have, whenever I found necessary, given suggestions on the proper and expeditious method of teaching writing from dictation; but no suggestions of an inspector, at a hurried visit, can supplement the place of such works as I beg to recommend. Original composition should be much more and much earlier practised by the children than what it is, as, in addition to its other advantages, it has this important one in connexion with the subject under consideration, viz., that it gives practice, and finally, accuracy to the pupils in writing their own stock of words.

Grammar.—Parsing is fairly taught in about thirty of the schools; but in scarcely any

have I observed symptoms of grammar's having been taught as a science. By continued instruction on the part of the teacher, the pupils become at last pretty expert in what may be called correctly *guessing* the parts of speech. *Why* they class the words as they do, is seldom asked of the children.

Geography.—Geography is in general very poorly taught. In only sixteen schools of the district can it be said to be even fairly known.

District 21, Swineford; Mr. Roantree.—*Reading* (including oral spelling and explanation).—The reading of the pupils examined by me in this district, although somewhat spoiled by coarseness of pronunciation and by indistinctness, was, on the whole, good, according to the classification. The latter, however, was low; nearly half the pupils on rolls at the close of the year belonging to the first class. This was owing partly to unskilfulness in teaching the First Book, partly to irregular attendance, and, in no small degree, to the tender age of a great portion of the children. Oral spelling has been taught with a fair degree of success; but the answering in explanation was not satisfactory. The deficiency in this respect was not, I think, due to any neglect on the part of the teachers; but the truth is, the ability to analyze and interpret difficult passages in the lesson books, or even to explain words as they ought to be explained to children, belongs to a degree of intelligence higher than is usually to be met with in that class in which the great bulk of the teachers of this district are included. The subject-matter of the lesson books is a portion of the school course in which not alone the pupils, but many of the monitors and teachers examined during the year, exhibited a remarkable deficiency.

Penmanship.—In many even of the schools in which the penmanship is carefully executed, it is of an inferior style; and in determining the merits of the specimens submitted for examination I was compelled to adopt a rather low standard. Sometimes where the copy books are neatly kept, and the writing is tolerably well proportioned, it is disjointed and angular. Suitable models for imitation and careful superintendence of the exercises, while the children are engaged at them, would go far to produce the improvement so much to be desired in this important branch. For two reasons I think head-lines should be engraved in the copy books. First, this plan would secure to every school that is regularly supplied with writing paper, a supply as regular of suitable head-lines; whereas "slip-lines" are very liable to be soiled, torn, or lost; and schools in which they are used are seldom found provided with a proper supply of them. Second, by having the head-lines engraved in the books, it would be easy to furnish each school with as many copies as might be required of writing models, exemplifying any given degree of difficulty or variety of style; but as each set of "slip-lines" contains a fixed number of each of the different sorts of examples, it is now often necessary—where, for instance, there is a large class of young writers, and in large schools—in order to have a sufficient number of specimens of some particular sort, as of elementary exercises, of round hand or current hand, to purchase a number of complete sets, containing much that is not wanted. The necessity of repeating the same exercise might be provided for by letting each of the books intended for the use of beginners, contain either several repetitions of the same examples, or, better, a number of examples as nearly equal as might be in point of difficulty. In the case of the more advanced writers, immediate repetition of any particular example could not be a matter of much importance, as, of course, each of those writers would be required to fill many books, headed with copies of the same set of examples. Should, however, repetition in detail be desired in this case, the head-line last used could be cut off and placed at the top of a new page, or used as a "slip-line."

If books not more than seven or eight inches long were used (and longer are not necessary), the model engraved at top would, for the purpose of accurate imitation, be quite near enough to every part of the page.

Arithmetic.—Practical arithmetic is carefully and successfully taught in the greater number of the male schools, but the amount of proficiency exhibited in the theory of the subject was not satisfactory. The same neglect of *principles* was found in the teaching of other branches of the mathematics. Boys, for instance, who had a sufficient practical acquaintance with algebra to be able to solve readily a simple equation, were usually quite at a loss when asked to account for the several steps of the operation, or even to explain some of the technical terms most commonly employed by the algebraist.

Writing from Dictation.—So far as correctness in spelling is concerned, I had, on the whole, reason to be pleased with the proficiency attained in this branch. Except in very few schools, however, the penmanship of the exercises was of a very inferior character.

Grammar.—In some schools I observed a tendency to introduce children to syntactical parsing before they were able to distinguish readily the parts of speech, and in giving instruction in the former branch, teachers are not always careful to exercise their pupils in applying the rules of syntax they have caused them to commit to memory; but, generally speaking, grammar, to the extent, at least, of the *minimum* required by programme for fourth class pupils, is taught with judgment and success in the schools of this district. The children examined showed usually an *intelligent* knowledge of the subject. In a small number of schools I found pupils able to analyze and parse rather difficult passages, in prose and verse.

Geography.—Of the pupils examined in this subject, at the primary inspections made during the year, only 8 or 0·4 per cent. were acquainted with a general course of geo-

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graphy, about a tenth knew the Map of Europe or of Ireland, and close on a fourth the Map of the World only. Bearing in mind the tender age of most of the children examined, these results may be looked upon as tolerably satisfactory. A pupil, indeed, who knows the Map of the World may, by the aid of a text-book and a cheap atlas, teach himself a complete course of local geography; but to be able to do this he must have been *trained to study*, and must have been taught this map judiciously. Every school should be furnished with a globe of some description—the small semi-globe supplied from the Board's apparatus department would be the best for general use—and before they are introduced to the map, they should, by the aid of this instrument, be made familiar with the form of the earth, and its dimensions. Then the relation existing between the map and the globe should be clearly explained to them.

District 22, Boyle; Mr. J. W. Rodgers.—*Reading* (including oral spelling and explanation).—Really good reading, faultless as to pronunciation and expression, is rarely to be met with in the National Schools in this district. Fluency is what is aimed at, and this is to a large extent attained. The chief defects are incorrect grouping of the words, inattention to pauses, hesitancy, indistinct articulation, harshness and monotony of tone, and extreme rapidity of utterance. The fact is too often overlooked, that reading, like writing, is learned by imitation, and the teachers, as a body, are not at sufficient pains to point out particular faults to their pupils, or to read in their hearing clauses and paragraphs to be repeated in the same tone and manner. The oral spelling is, in general, creditable; but satisfactory proficiency in the meaning and derivation of words is not so common as it might be, and the knowledge of the subject-matter of the lesson books, as a whole, is usually very limited.

Penmanship.—There is a fair proportion of the pupils learning this important branch. It is taught in most of the schools to all in the Sequel and higher classes, and not unfrequently to all in the second. The character of the writing corresponds pretty closely to that of the teacher in each particular school. If the teacher writes well, so do the pupils usually; if he writes badly, so do they. The general proficiency is fair. I have no doubt, however, that, were the supervision as active as it should be, the results would be much more satisfactory. In too many cases the children pay little or no attention to the copy line.

Arithmetic.—Arithmetic ranks next to reading and writing in importance. In the good schools the rules are carefully explained and illustrated on the black-board, while practice in the application of them is afforded to the pupils by taking them systematically over the exercises in the valuable works on this subject, supplied by the National Board. The exercises are dictated during a portion of each day, and place in class is taken according to the quickness and accuracy with which the answer is obtained. By many the subject is still taught as a mere practical art, and its importance as a means of mental culture is entirely overlooked. This is to be regretted, but the results attained even in this way are of very high value.

Writing from Dictation.—The teachers, as a body, are now fully alive to the importance of writing from dictation. They have come to know that it cannot be superseded by any amount of oral spelling; and, in conformity with the wishes of the Commissioners, they give to it its legitimate place in the schools, as part of the daily course, and their exertions have been attended with a considerable amount of success. Of the 1,245 pupils examined by me in dictation, during the round of inspection, 28 per cent. were able to write ordinary sentences with correct spelling, while 34 per cent. made but few mistakes.

Grammar.—The state of instruction in the schools, so far as this branch is concerned, is not very satisfactory. The junior classes are taught orally to distinguish the parts of speech, and their knowledge of this part of the subject is intelligent enough. Too little attention, however, is given to the construction and analysis of sentences, and to the derivation of words; and the acquisition by the pupils of facility in speaking and writing according to correct usage, is left quite too much out of view, as the great end to be attained.

Geography.—Geography is fairly taught in many of the schools. The teachers are learning by degrees to make the study interesting and attractive, and it must be allowed that many of them use the Board's large maps now with considerable skill. It is by means of these maps that most of the knowledge of local geography possessed by the pupils has been acquired. Text-books, however, are in pretty general use in the higher classes.

District 23, Cavan; Mr. MacCreanor.—*Reading* (including oral spelling and explanation).—Reading and spelling improving steadily.

Penmanship.—This branch also is better taught, and improving.

Arithmetic.—Fair attention has been given to, and improvement produced in, this important subject during the year.

Writing from Dictation.—Regularly attended to, but not yet with the preparation, care, and accuracy that could be desired.

Grammar.—My remarks on this and the following subject (geography), given in last year's report, are, unhappily, still too applicable. More knowledge of the subject, as well as more care in explanations, home lessons, and examinations, are still leading defects.

Geography.—Outlines, general features and relations, as well as object lessons, not sufficiently taken up.

District 24, Bailieborough; Mr. Bole.—*Reading* (including oral spelling and explanation).—Reading has been too little taught as a distinct and separate branch of instruction. It has in most cases been made subsidiary to instruction in grammar, and in the subject-matter of the lesson books. The best readers are found in schools where a sufficient portion of time is set apart for reading, uninterrupted by attention to any other subjects, and where the importance of good reading is felt and recognised. Teachers are beginning to recover from the fault which was long common, of permitting the pupils to read but one sentence at a time. By allowing each pupil to read a paragraph at once, an important step is taken towards removing the tendency to monotony which is so generally observable. Most of the teachers are also adopting the plan of having words spelled in groups or classes, which is found to be a much more successful method of teaching spelling than the plan during the year, which used to be universally followed, of exercising the pupils merely in the spelling of year. the difficult words arranged in columns at the head of each lesson.

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General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Penmanship.—In few schools is the penmanship as good as it ought to be, and as it might easily be made. In very many schools the conclusion is forced on an inspector, that the writing has been executed without any care on the part of the pupils, and without due supervision on the part of the teacher. Very often the amount of attention required by the pupils not at this exercise, renders it difficult for the teacher properly to superintend the penmanship. The copy books are too frequently disfigured by blots and by unseemly scribbling; and the pupils have a tendency, if not carefully watched, to leave a copy when half finished, and begin on a new page, or even to pass over whole pages together. There are a few schools in the district in which the writing is all that could be desired, and is creditable to both teacher and pupils alike. Teachers should bestow the utmost care on the instruction of their pupils in this branch, both on account of its very great importance, and because there is no other subject in which the progress made and the skill acquired by the pupils is so patent to the parents and the people with whom the children come in contact. Copy books should be more carefully kept in the schools than they usually are.

Arithmetic.—A large amount of instruction is given in arithmetic. It is a favourite subject with the teachers, and also with a large number of the pupils, many of whom are mainly anxious to receive a knowledge of arithmetic, and to acquire the art of reading and writing fairly; while, with regard to other branches, they are comparatively indifferent. Teachers aim at securing as large an amount of progress as possible in this subject, in doing which they frequently neglect to go back on rules which have been passed over, so as to ascertain that they are firmly retained in the knowledge of the pupils. Still, on the whole, the success attained in teaching arithmetic in the schools generally is not to be complained of, when the obstacles to the teachers' efforts are taken into account. A very fair proportion of the pupils have a pretty good acquaintance with the extent of the subjects which they profess to know, and the cases of very glaring deficiencies are comparatively rare, and can mostly be reasonably accounted for.

Writing from Dictation.—This branch is receiving an amount of attention suited to its great importance, and is, on the whole, taught with much success. In most of the schools the more advanced pupils can write a passage of either prose or verse from their lesson books with very few mistakes. In some of the good schools the children in the higher classes have copy books, which are solely used for dictation, and in which this exercise is performed on one or two days every week. This practice is found to be very beneficial in causing more attention to be paid to both writing and spelling, and in habituating the pupils to writing on paper, with correct orthography, passages different from those which usually form the writing exercise. Whether the dictation exercises are on slate or paper, I take care to have strict attention paid to neatness and care in the execution, as well as to accuracy of spelling.

Grammar.—I have observed during the past year, as in former years, that the junior classes are more fully up to the requirements of the programme in grammar, than the senior classes to the more extended standard of knowledge laid down for them. In the better class of schools the pupils in the higher classes generally parse with intelligence, skill, and accuracy, the teachers in these schools being alive to the importance of an acquaintance with the niceties of syntax; but in the ordinary class of schools few pupils are found to parse well, and still fewer are capable of analyzing a complete sentence, and showing the relations of the various words and clauses of which it is composed. When taken out of the beaten track in which they have been accustomed to go, they fail completely. There are few of the pupils who have a correct knowledge of the text-books in grammar, as they do not prepare home lessons in this subject with the care which it requires. In a large number of schools the pupils of second class are taught to distinguish all the parts of speech as they occur in their lessons. This plan is, in my opinion, quite as easily carried out as to teach merely the article, noun, and adjective.

Geography.—Geography is now, as a general rule, taught to all the pupils attending the schools, even to those in first class. The pupils in the junior classes receive lessons on maps only; while those in the more advanced classes, in most schools, prepare home lessons in this subject. I have had to complain that many of the teachers were content with too low a standard of proficiency in their pupils in this subject, being content if the pupils in second and sequel classes could point out the principal places on the Maps of the World and Ireland, without taking care to ascertain that they had any intelligent knowledge of what they had thus mechanically learned, or could answer the simplest questions on the

Appendix D. general outlines of the maps. Where I have found this defect, I have carefully pointed it out to the teachers, with the means whereby it can be easily remedied; and, as this is a branch in which the pupils can be easily made to take a very great interest, I have no doubt that I shall find considerable improvement in this respect.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

District 25, Drogheda; Mr. J. Molloy. No return.

District 26, Westport; Mr. Barrett.—*Reading* (including oral spelling and explanation).—The proficiency in reading is, on the whole, fair; pronunciation is, in many instances, faulty, “i” being pronounced as “e,” and “w” as “fw,” and expression receives scarcely any attention; but the style is accurate, and tolerably fluent, and, in most schools, very intelligent. In oral spelling the proficiency is fair; but the “Rules for Spelling” are little known; and in explanation, the proficiency is very unsatisfactory.

Penmanship.—The proficiency in penmanship is, on the whole, fair. In some instances it is good, but in several cases it is cramped and unsymmetrical, and the strokes are not parallel. The teachers were much in the habit of setting the pupils to write either from copies or from the lesson books, and of exercising no supervision over them while engaged in writing, and the result was, that the pupils wrote carelessly, and seldom made any improvement. To remedy this defect, I have suggested to the teachers, when necessary, to superintend the pupils while at their copies, to point out to them the defects, and to endeavour to get them to remedy those defects while writing; and also, to discontinue the practice of writing from books, as it divides the attention between the book and the copy, and prevents improvement in the style of penmanship.

Arithmetic.—In this branch the proficiency is middling. In notation, theory, and mental calculation, it is rather low; but in practical arithmetic it is fairly up to the requirements of the programme. During my first round of inspection, I called attention to the defects in those points; and, during the last round, I perceived a very satisfactory amount of improvement.

Writing from Dictation.—Very fair on the whole. This branch is fairly taught, and the proficiency is fairly up to the requirements of the programme.

Grammar.—Middling. The progress in this branch is very considerably retarded by the inability of the pupils to purchase text-books. A large number, however, can recognise the parts of speech; but very few can define them correctly, or display any acquaintance with the treatises on the subject; and so few can remain at school long enough to enter fourth class, that the number able to parse syntactically is necessarily very small.

Geography.—Fair. This branch is fairly taught, so far as it can be taught from maps; but, owing to the poverty of the pupils, the text-books are not purchased, and the subject matter of them is little known.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—*Reading* (including oral spelling and explanation).—12·8 per cent. of the children examined in First Book have been found able to read that book correctly. Compared with the returns for 1861, there is an increase of 5·8 per cent. of those examined who were found able to read the Second Book correctly, and an improvement of 3·3 per cent. of those able to read the Third Book, or higher books, with ease and intelligence. The proficiency in oral spelling and explanation, as well as roots, derivations, and general comprehension of the subject-matter of the reading lessons, has been, on the whole, satisfactory.

Penmanship.—Comparing the numbers examined in 1861 with those examined last year, I find a falling off for the latter year of 8·0 per cent. of pupils able to write on paper fairly, and of 2·4 per cent. of those able to write a good hand on paper with ease and freedom. As a general rule, there is not yet sufficient attention paid by the teachers to style, method, and neatness of execution.

Arithmetic.—The notes of my examinations in arithmetic for the past year, as compared with those for 1861, show an improvement of 0·8 per cent. of pupils able to set down accurately a difficult number, consisting of not more than seven places of digits; of 0·5 per cent. of pupils able to work correctly an exercise in Simple Subtraction; of 0·5 per cent. of pupils able to work correctly an exercise in Compound Division; and of 2·9 per cent. of pupils able to solve readily and correctly simple questions in Proportion and Practice. Neither the rules in mental arithmetic, nor the principles upon which the rules depend, receive sufficient attention from the teachers.

Writing from Dictation.—Although this subject is well taught, there has been a decrease of 6·6 per cent. of pupils able to write a sentence of average difficulty with tolerable accuracy; and an increase of 0·2 per cent. of those able to write from dictation with ease and correctness. Teachers continue to pay increased attention to this branch, and pupils in Second Book are frequently found able to write a rather difficult sentence from First Book with a fair degree of accuracy.

Grammar.—During the year 1862, compared with 1861, there has been an improvement of 2·1 per cent. of the children examined, who were found fully acquainted with the parts of speech; and of 0·8 per cent. of those able to parse and apply the rules of syntax. On the whole, teachers find great difficulty in making their pupils even tolerable proficient in this branch.

Geography.—Compared with similar returns for the year 1861, the returns for the year 1862 show a falling off of 3·4 per cent. of pupils acquainted with the Map of the World; an increase of 0·9 per cent. of pupils acquainted with the Map of Europe or of Ireland; and a decrease of 0·4 per cent. of pupils able to answer on a general course of geography.

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District 30, Dublin, North; Mr. O'Carroll.—*Reading* (including oral spelling and explanation).—The best reading is to be found in the Convent Schools and Model Schools. The girls read better than the boys. In general, oral spelling is well taught; but to the explanation of "subject of lesson," sufficient attention is not paid; and, consequently the reading of many of the pupils is deficient in intelligence. It must be borne in mind that, out of 5,949 on rolls of the sixty-seven ordinary schools in the district, 2,763, or very nearly half, are in the First Book only, in words of one syllable; and that out of the 5,949, only 257 are in the Fourth Book, and but two in the Fifth. Yet, this is an improvement; for, at the opening of the year, of 5,989 on rolls, only 205 were in Fourth Book; while at the close of same year, out of 5,949 on rolls, 257 belong to fourth class. But when I compare the per-centages for 1861 with 1862, I find that for "able to read correctly," the per-centage in 1861 was 33·3, but in 1862 only 32; and for 1861, the per-centage of "able to read Third Book" was 25·1, but only 17·1 for 1862—probably caused in some degree by the decrease in the average age.

Pennmanship.—Continuing the comparison of the per-centages, I find an improvement in pennmanship. For 1861, "able to write on paper fairly," the per-centage was 20·5, but in 1862 it was 35; and for "able to write with ease and freedom," while the per-centage was only 4·6 in 1861, it was 10 in 1862. In the St. Peter's female, the Inchicore Female Model School, and George's Hill Convent School, a larger, rounder hand has been with much advantage introduced. Hitherto a small, angular, illegible hand prevailed. Out of 216 examined in "writing on paper," at the King's Inns-street Convent National School last November, eighty-one wrote small hand fairly, and sixty-eight with ease and freedom. This school, in reading, in writing, and in arithmetic, stands at the head of the female schools.

Arithmetic.—In Proportion or above, only twenty-two of the sixty-seven ordinary schools have classes. This will not be thought strange, when it is recollected that only thirty-five of the sixty-seven schools have fourth class pupils; and that of the thirty-five, seven had only two or three pupils on the roll at the close of the year. Comparing the per-centages, I find that for "able to set down seven places," the per-centage for 1860 was 32·4, for 1861 it was 37·4, and for 1862 only 32·3. For "able to work a sum of seven places" in Subtraction, it was, for 1860, 28·6; for 1861 it was 32·1; and for 1862, only 30. "Able to work a sum in division of money," for 1860 was 16·4; for 1861 it was 16·2; and for 1862 it was 15·4. "Able to work a sum in Proportion," the per-centage for 1860 was 6·5; for 1861 it was 7·4; and for 1862 only 6·3. This is not an improvement.

Writing from Dictation.—There has been a considerable improvement here. "Able to write with tolerable accuracy," for 1861, the per-centage was 20·4, but for 1862 it was 24·3. "Able to write with ease and correctness," the per-centage in 1861 was 42·3; in 1862 it was 51·7, or above half the number examined; while, of the remainder, 24 per cent. wrote with tolerable accuracy. In the King's Inns-street Convent National School, of 121 in dictation, last November, seventy-six wrote with ease and correctness, and forty with tolerable accuracy. It is also carefully attended to in the West Dublin and Inchicore Model Schools. It may appear unusual that the number "who write with ease and freedom" is greater than that given for "tolerable accuracy;" but the cause was, that the pupils of the senior classes only were presented for examination in this branch, and the majority, or 51 per cent. of those were up to the mark; and, of the remainder, 24 per cent. had only a few errors.

Grammar.—The per-centage for "parts of speech" only was, for 1861, 46—for 1862 it was 41·8; for "able to parse syntactically" it was 9·6 for 1861, but for 1862 it was 11·7—an improvement in the higher classes. In general, grammar is fairly taught, and to a fair proportion of the pupils. In the ordinary schools all in the senior draft of the Second Book and above learn grammar. The examination of the monitors evinces a great improvement in grammar; and in whatever branch the teachers are well instructed, the pupils may be fairly expected to excel.

Geography.—For "outlines of Map of the World only," the per-centage in 1861 was 40·7, but in 1862 it was 43·4. For "Maps of Europe or Ireland," in 1861, it was 10·6, but in 1862 it was 11·5—an improvement both in the junior and senior classes. In the Convent Schools sufficient attention is not given to geography and lesson books. In general, the monitors and pupils study only the three usual maps; with those of England, Scotland, the United States, and Palestine they have very little acquaintance.

District 31, Ballinamore; Mr. Kealy.—*Reading* (including oral spelling and explanation).—In a few schools reading is good; in a majority of cases, reading is performed in a rapid manner, and indistinctly, without any attention being paid to the stops; oral spelling is generally good. In about one-half of the schools visited by me, the pupils readily explained the meaning of the words, and evinced a fair knowledge of the subject-matter of the lessons; in some others no attempt seems to be made at explanation; bad reading invariably accompanies this omission.

Pennmanship.—This branch is very well taught in a few schools; in the majority of cases

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very little superintendence is given by the teachers, and the writing is performed in a careless manner by the pupils in consequence; the description of paper and pens is very often unsuitable for children.

Arithmetic.—Arithmetic is taught far more successfully than any other branch in most of the schools in this district; in male schools, especially, it is not uncommon to find pupils able to solve with accuracy and quickness, questions in the advanced parts of the text-books.

Writing from Dictation.—In general, satisfactory. There are few schools, amongst those as yet visited, in which the members of the fourth class cannot perform an exercise in dictation with considerable accuracy; the writing on slates during the exercise, though performed while the pupils are standing, is frequently much better than that executed on paper when seated at the desks.

Grammar.—The proficiency in this branch is generally moderate; the pupils above second class can, in most cases, distinguish the parts of speech as they occur in a sentence; the fourth class is always taught to parse syntactically, but as yet without much success, except in the best schools; a large number of schools have very few pupils in the fourth class, while some have none at all.

Geography.—Geography is always taught to a fair proportion of the pupils; the junior pupils generally are acquainted with the outlines of the Map of the World and of Europe; the outlines of the Map of Ireland have not been, except in a few instances, taught to the junior classes; very few remain at school long enough to become acquainted with a general course of geography. Sufficient attention is not paid to pointing out places on the maps, and pupils who can answer questions very well by rote, frequently have either obscure or no ideas at all as to the position of the countries, &c., named by them orally.

District 32, Tuam; Mr. M'Sweeney.—*Reading* (including oral spelling and explanation).—The proficiency in these branches is fair; the manner of reading is intelligent, but there is a great want of fluency and natural tone of voice in style. Classes of reading and recitation should be formed to improve the style of reading and speaking. I am, however, able to state that the reading has improved in clearness and intelligence.

Pennmanship.—The proficiency acquired in this branch is fair, as the pupils have a great ambition to write well. There is, however, a great want of uniformity of style in the schools.

Arithmetic.—This is a branch that engages the earnest attention of both masters and pupils; the power of the latter to calculate is often tested by their parents; and this circumstance, with the universally admitted importance of the branch, has excited a desire to excel in practical arithmetic. The pupils within the past year have paid a great deal of attention to mental calculation, and their success has afforded them much gratification.

Writing from Dictation.—The duty of teaching this branch devolves upon the master. The pupils possess little taste and little desire to devote their time to it, and very few outside the school are able to form an idea of its great importance.

Grammar.—This branch of school study presents greater difficulty to the young minds of our pupils than any other taught in the National schools. The arrangement of the text-book is not simple, and the difficulty is traceable to this fact. If the pupil, for instance, is asked "which is the principal verb in 'has been delighted,'" in five cases out of ten he will answer that "has" is the principal, and that all the others form a compound tense with the verb "to have." In some other instances the pupil will answer, "'has' is an auxiliary, 'been' is a participle, and 'delighted' is a participle," but he cannot tell the root of the verb, its tense, or voice, and all because the conjugation of verbs is not sufficiently developed in the text-book. Few will be found to say that it is the verb "to delight," in the passive voice, perfect indicative.

Geography.—The pupils have a great pleasure in the study of this branch, as it can be learnt with little trouble. The proficiency acquired is fair, and the text-book on the subject is so interesting and instructive, that the pupils' attention is attracted by it.

The Table of Proficiency for 1862.—By examining the table of proficiency for 1862, it will be found that of all the pupils examined in the lesson books, from I. to V., both inclusive, the centesimal proportion is 10·8, able to read Third Book, and higher, with ease and intelligence. Under the head of Geography, the like proportion is 8·3, acquainted with maps of the World, Europe, and Ireland. Under the head of Dictation and Elementary Composition, it is 7·4, able to write a sentence with ease and correctness. Under the head Arithmetic it is 11·6, able to work sums in Proportion or Practice. Under the head of Writing it is 9·6, able to write with ease and freedom. Under the head Grammar it is 5·3, able to parse syntactically. This result shows that there is a common aim, and a fairly successful one, in the schools of the district to support a uniform standard of proficiency in every subject laid down in the school programme; and if the table did not clearly set forth this fact, one could scarcely believe that such was the case. The examinations upon which the above table is founded were held at different times, from January to December, in schools situated in the bogs and mountains, towns and villages, of three counties; and the proximity of the standards of proficiency attained in the several branches proves how carefully the teachers must have laboured for this end; and this is the more creditable as 33 per cent. of the entire have not been five years in the Board's service, and 40 per cent. hold a rank in the scale of classification below the first division of the third class. The

proficiency in grammar appears to form an exception to the other branches in the table; *Appendix D.* and this, I fear, will continue to be so until the plan of the text-book is altered.

District 33, Mullingar; Mr. D'Arcy.—*Reading* (including oral spelling and explanation).—Reading is taught more carefully than heretofore in the greater number of schools. Although the highest quality of reading—which is seldom attained, even by persons who have received a liberal education—cannot be found in our schools, still, intelligence, clear pronunciation, and a good intonation, are not unusual features in the reading of the pupils. However, I must state that in many cases where the children read with apparent taste and ease, they are very deficient in explaining the meaning of words and sentences occurring in the lessons. The general proficiency exhibited in oral spelling is very fair.

Penmanship.—Writing, with the exception of some few schools, is skilfully taught, particularly in female schools. Penmanship presents less difficulty than other subjects, because it is mechanical, and more susceptible of improvement; and the children attend to it because a neat copy-book is the best evidence to their parents that they are doing well at school. Many teachers are not careful to keep a supply of copy-books on hands for sale to pupils, for which defect frequent inspection is the best remedy.

Arithmetic.—The proficiency of the pupils I found present at my several inspections in this important branch was, on the whole, very fair. As a knowledge of the practical rules is essential in every department of life, I am careful, on all occasions, to test the proficiency of the children in the principal rules, and to question them as to the reason of each operation. It appears to me that the teachers are applying themselves more carefully to this branch; and as it is one of the three subjects which stand highest in the estimation of the people, the literary character of National Schools has improved.

Writing from Dictation.—This efficient mode of teaching to spell is practised in every school, and with the best results. The advanced classes generally write from the Third Book, and the Sequel classes from the First and Second Books. The most skilful teachers are careful to select sentences that may exemplify the rules for spelling, and the rules for making capital letters. Sometimes the pupils correct these exercises for one another, by the direction of the teacher, who then corrects any mistake, or explains any difficulty that may have presented itself. The value of this exercise is enhanced by its affording an opportunity to the pupil of acquiring some knowledge of grammar. On the whole, the progress made by pupils in this subject is satisfactory.

Grammar.—Although this is one of the first subjects taught to children, it is one of the last of which they attain a satisfactory knowledge. In rural localities, the parents are often opposed to their children's learning grammar, because they consider the time spent learning it is lost. Owing to these and some other causes, the proficiency of the pupils who attend National Schools is less satisfactory in grammar than in other subjects. The grammar of all languages is difficult, and requires both time and skilful teaching; and as this remark applies to the English more perhaps than to any other language, the knowledge of it evinced by the pupils of the schools in this district should be deemed satisfactory.

Geography.—The great facilities afforded by the large maps in our schools for learning this subject render a knowledge of it of comparatively easy attainment; the general proficiency of the children in geography is therefore very fair, as to the outlines and leading features of the principal countries in the world. Although I do not often find a child well prepared in a general course of geography, still, in almost every school there are pupils who show a very satisfactory knowledge of Europe and Ireland, and a fair acquaintance with the other divisions of the globe.

District 34, Galway; Mr. Wilson.—*Reading* (including oral spelling and explanation).—The junior classes generally do not read with accuracy. The seniors are better in this respect, but are deficient in style. In only a few schools do they read with intelligence and precision. Oral spelling receives considerable attention, and phrase spelling is now much practised. The latter exercise is a good preparation for writing from dictation. Explanation of words is fairly taught; but few could make an attempt at paraphrasing an ordinary sentence. The matter of the lessons is imperfectly explained to the pupils, and as a natural result, imperfectly understood.

Penmanship.—The per-centage of those who write well and fairly is less than last year. A regular supply of copy-books is not kept in the schools; and there is a want of close supervision, the teachers' attention being distracted by other duties. It is an invariable rule, that where the master is a good writer, the pupils are good writers, and *vice versa*. It is impracticable, however, for masters to set head-lines for all the pupils, even when competent to write well, and head-lines badly executed are useless. A progressive series of good head-lines is a desideratum, whereby teachers' time would be economized. Those issued by the Board are very inferior, and I never met with good writers in a school where they were exclusively used.

Arithmetic.—The returns under arithmetic are less favourable this year than last. There is great inaccuracy in working exercises, and very little expertness. The theory, too, is imperfectly understood.

Writing from Dictation.—This branch is fairly taught. The results this year in writing from dictation are not less favourable than last year.

Grammar.—The answering in grammar exhibits more satisfactory results than in 1861. Still, the number able to parse is very small, and scarcely one could analyse a sentence.

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Geography.—The schools are now better supplied with maps than in former years, but only a few can boast of even a three-inch globe, though a globe of some sort is indispensable for teaching geography intelligently or effectively. In this branch teachers specially fail. Their lessons consist in a bald recital of names, burdensome to the memory, and a mechanical indication of localities on the map. To make this subject interesting and instructive, teachers should have their minds stored with incidents of travel and of history, and with the physical features of the countries. The means of obtaining suitable books are wholly wanting. How this want may be supplied is deserving of consideration.

District 35, Loughrea; Mr. Simpson.—*Reading* (including oral spelling and explanation).—In not more than twenty schools, including two under the Sisters of Mercy, does pronunciation, accent, or emphasis, receive due attention. As to the former, the letters *e*, *u*, and *w*, among the vowels, and *f*, *m*, *n*, and *v*, receive barbarous treatment; yet there are not more than half-a-dozen of the eighty-six in the district where the reading is not more or less intelligent, though rough. Oral spelling of detached words is fair enough; but neither phrase-spelling, nor, as a rule, explanation, has been satisfactory.

Pennmanship.—In general not satisfactory. Few of the teachers in this district give due attention to this important branch. The hand generally wants freedom, and the pupils—girls especially—are too prone to write small. Little care is given to the manner of holding the pen. I regret to see that writing on slates no longer has a place on the programme for first class, as my experience leads me to believe that, with the use of pencil-holders, and watchfulness during the exercise, it aided much in the formation of freedom and boldness of style.

Arithmetic.—On the whole satisfactorily taught, and more or less to nearly all the pupils. I have endeavoured to extend the teaching of *theory*; and the new programme will increase the attention of teachers to mental arithmetic.

Writing from Dictation.—Hitherto fourth, third, and sometimes Sequel classes only, were taught to write from dictation. The new programme provides for improvement in this respect, and already it is observable. Considering the small proportion of pupils in this district in the higher classes, fair progress has been made in this branch.

Grammar.—Very fairly taught, and to a large number; more or less to Second Book pupils, and all above; but few pupils attend sufficiently long, or with such regularity, as to enable them to become sound grammarians, nor can they be induced to study the textbook as they should.

Geography.—Taught to a sufficient number, but too much confined to map and oral teaching. Text-books are little used; and general answering, with maps rolled up, not so good as it ought to be.

District 36, Parsonstown; Mr. M. FitzGerald.—*Reading* (including oral spelling and explanation).—I am happy to state that there is an improvement in reading this year, as compared with last year, especially in the more advanced lesson books. This improvement amounts, in the number “able to read the higher books with ease and intelligence,” to 6·6 per cent. of those examined. There is a decrease of 4·1 per cent. in those returned as “able to read the Second Book correctly;” leaving a net increase of 2·5 per cent. on the number found proficient in both classes of reading. The centesimal proportion of those examined found “able to read Second Book correctly,” is 33·4; and “able to read the higher books with ease and intelligence, 22·4. These numbers being exclusive of each other, the total per-centage of those able to read Second or higher books is 55·6 of those examined. It must, however, be borne in mind that among the total examined is a considerable proportion of children in first class, who, of course, could not be expected to read even the Second Book correctly. Hence the centesimal proportion found able to read the Second or higher books, comes nearer the number who, from their classification, *ought* to be able to read those books than the per-centage above given would indicate. In estimating the proficiency in reading, I was guided strictly by the instructions issued in the early part of the year. In the Second Book I looked only for *correctness*; and in the higher books, for moderate fluency, and a fair amount of intelligence. I did not require, in the higher class, the more finished graces of reading, which, as I stated in my report for 1860, I believe it would be practically useless to expect in the ordinary schools. Perhaps I can best convey a correct idea of the present state of the reading in this district by saying that those “able to read Second Book correctly” have so far mastered the elementary difficulties of the subject, as to be able to read an easy narrative, consisting of words of two syllables, and *common* words of three syllables; and that those “able to read the higher books with ease and intelligence,” have, at least, acquired such proficiency in the art as to need nothing but practice to make them good readers. Oral spelling continues to be carefully and successfully taught in the majority of schools. The fourth and fifth classes, and in some cases, the third class, learn the rules for spelling in the “Spelling Book Superseded,” and are fairly expert at applying them. These classes also learn the “Verbal Distinctions,” in the same work. Explanation is not well taught. No doubt it is a difficult branch to teach well, and most teachers, finding it so, prefer neglecting it to taking the trouble necessary to acquire skill in teaching it successfully; besides, the term, and I may add, the subject, is rather vague, and demands an amount of judgment which but few of the ordinary teachers in this district possess. Hence, in most cases where it is attempted, the attempt is limited to

teaching the children by *rote* the meanings of words, which meanings are too often more difficult of comprehension by the pupils than the words they are intended to explain. I do all in my power to correct this defect; but every day convinces me more and more that any material improvement in this branch must commence with the teachers themselves; and I would suggest that it should form a special and prominent subject of instruction for the teachers in training.

Penmanship.—There is a fair amount of improvement observable in the penmanship of the pupils during the past year; but this branch continues, as I fear it must long continue, far from satisfactory. The teachers, as a body, do not cultivate a good style of penmanship themselves; and the circumstances of the pupils—the majority of whom are engaged in manual labour—coupled with the irregularity of their attendance, are obstacles to the attainment of good handwriting which appear to me almost insuperable. To remedy as far as possible the evil resulting from irregularity of attendance, I recommend that there should be *two* writing lessons in each day. This is perfectly practicable, and has, where adopted, been attended with good results.

Arithmetic.—In arithmetic, I have, during the past year, required that special attention should be paid to the simple rules, including notation and numeration; and the result has been a very marked improvement in the proficiency of the pupils in those rules, as well as greater accuracy in the working of sums in the more advanced rules. At my secondary inspections, I invariably gave long sums in addition, both simple and compound; and also exercises in *numeration*—a branch which I found much neglected in some schools. It was no uncommon thing to find children able to write a number extending to millions, and unable to read tens of thousands. There is no branch in which constant practice, and frequent recurrence to the elementary portions, is more necessary than arithmetic; and I always recommend that every class, no matter how advanced, should be specially exercised upon them as frequently as possible. I find the teachers generally fully alive to the importance of this frequent repetition, and anxious to carry out my suggestions. Indeed, arithmetic is a branch of so much importance, and so much valued by the parents of the pupils, that the teachers devote a great deal of attention to it, and, I am bound to say, with a fair amount of success. The great defect is that it is taught too mechanically, especially the higher rules.

Writing from Dictation.—This branch is well attended to; and the proficiency of the pupils is commensurate with the pains bestowed upon it. Whether as a special branch of primary education, or as a means of ensuring accuracy in spelling, its importance cannot be over-rated.

Grammar.—Grammar is taught in all schools, as required by the school programme, but with very unequal results. In over 50 per cent of the schools the instruction in this branch is meagre and mechanical to a degree; confined to merely naming the parts of speech as they occur in a sentence; and without any attempt at imparting an intelligent knowledge of their nature or accidents. In the remaining schools, however, grammar is more efficiently taught, and in some very successfully. The use of text-books is not as general as is desirable; and without them, I do not think that the great majority of the teachers can succeed in teaching this branch effectively. It is one of the subjects in which a certain amount of *rote* knowledge is indispensable.

Geography.—Geography is one of the branches least successfully taught in this district. With the abundant supply of maps now in every school, it is a matter of daily surprise to me that the general proficiency of the pupils should be so low, in a subject so interesting and so easily taught. I can only account for it by supposing that the teachers share in the prejudices of the parents against this branch; or, at least, yield to them. There is, however, a marked improvement during the past year, as compared with 1861; and I trust that, in time, the proficiency in geography will be more on a par with that exhibited in the other branches of the school course. I may observe that the children examined on the different maps, were *not* allowed to see those maps while under examination.

District 37, Maynooth; Mr. MacSheehy.—*Reading* (including oral spelling and explanation).—Reading, in the year now closed, has, upon the whole, continued to improve in point of readiness and accuracy; also with regard to the amendment of vulgarisms in pronunciation—but this in a less degree. More distinct utterance is, I think, being attained in the junior classes. There are not many schools now in which punctuation is not either perfectly or very fairly attended to. The variety of subjects to be learned by the boys of senior classes prevent the assignment of quite sufficient time to the reading lessons, so that even the very best boys' schools cannot be expected to produce accomplished readers. In the senior classes of convent schools, however, where, besides the essential condition of superior taste and culture in the instructors, there is a longer attendance at school on the part of many pupils, a really finished and expressive style of reading is frequently acquired. The oral spelling of clauses, or groups of words, has been established in this district for some years, and is in nearly all the schools steadily pursued. The good results are evident chiefly in the great readiness with which the pupils trained by that method can write from dictation. In reference to the explanation of the reading lessons, I regret that I cannot testify to any satisfactory amount of progress in the classes generally. The subjects of the Fourth Book, and of some few of the *connected* lessons in the lower books, are in many

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schools taught with some degree of system, and in a few of the best schools, with much judgment and success. But if the time available for reading be too limited, as so many officers of the Board concur in pronouncing it, the opportunity of explanation which follows the reading, as an affair altogether secondary, must for the chief part be still slighter and more precarious; so slow are the pupils in most schools to express in simple language the substance of comparatively difficult phrases, that it is seldom the inspector has time to push the examination as far in that direction as would be abstractly desirable.

Penmanship.—With regard to this branch I feel conscious of having been forced by circumstances to lower my standard of judgment. One finds it utterly vain to look for even average merit under teachers who cannot write well themselves, and who are, to all appearance, incapable of effectively pointing out defects. It has long been admitted that there are no good specimens supplied to the National Schools for the assistance of such teachers as I refer to. Again, the time-tables imply that the teacher is engaged in instructing one set of his pupils in some book subject while the rest of his pupils write their copies; and in schools conducted by a single teacher, this inconvenience admits of scarcely any remedy. After all, progress of a moderate amount is taking place. In a few schools, as before, the writing is excellent, clear, shapely, and marked in character; so that one may recognise the style instantly when the pupil who has been at one of these exceptional schools removes to another. Some such character should belong to all copy-lines, otherwise they cannot be imitated with reasonable ease and success. Fac-similes (lithographed) of actual *pen-work* should be used. The conventional forms supplied by engravers are of little service, unless the teacher can remain with his pupils while they write, and unless, further, he is himself a good penman, or at least an excellent judge of writing. As it is, cleanliness in the copies is certainly attended to more extensively from year to year; and a decent mediocrity, without hope of higher merit, is, in several schools, replacing mere scratch-work.

Arithmetic.—I have again the satisfaction of reporting that the teaching of arithmetic continues to grow more exact and intelligent, and that the pupils are acquiring the power of calculation at an earlier period of their career. I subjoin a comparative view of the centesimal proportion of the scholars who, when examined by me for the tabular reports, answered, in the different years, commencing with 1858, the several tests adopted by all the inspectors. I must remark, that from the very irregular attendance during 1862, I was rather disposed to expect in this, as in other branches, a falling off from the answering in former years, instead of the sustained progress which this numerical return exhibits; and it was not until the summary for this year had been completed for some time, that I turned to the older records.

Of each hundred pupils examined in arithmetic, I found in—

	1858.	1859.	1860.	1861.	1862.
Able to set down a number consisting of seven figures,	20	25·3	29·7	33·7	38
Able to work correctly a sum in Subtraction,	37	38	46·8	50·6	53
Able to work sums in Division of Money,	13·4	15·3	17·7	21	24
Able to solve questions in Proportion or in Practice,	6·2	6·7	8·7	10·4	12

Neatness of form and writing is receiving more attention in the ciphering on slates; but it is, with a very large proportion of the teachers, a matter of the greatest difficulty to obtain anything like an earnest consideration of this important point.

Writing from Dictation.—In writing from dictation the rate of progress is accelerating most sensibly. 41 per cent. of the pupils examined in 1861 wrote sentences with tolerable accuracy; 46 per cent. in 1862. Then the per-centage of those able to write from dictation with ease and correctness increased from 9·4 to 14·5. This result may be ascribed in large measure to the more exact teaching which the use of copy-books for dictation exercises necessitates.

District 38, Dublin, South; Mr. MacDermott.—*Reading* (including oral spelling and explanation).—Generally fair. The reading and oral spelling of the higher classes may be pronounced, with very few exceptions, very good indeed.

Penmanship.—Generally fair; notwithstanding the fitful attendance of so many of our pupils, the writing, in many instances, will be found excellent.

Arithmetic.—The children leave school so soon that few of them have time for the higher branches of this science; I have, therefore, been most anxious for a good knowledge of the compound rules, and with which a fair proportion are acquainted; still, I have a considerable number of schools in which interest and practice are well taught.

Writing from Dictation.—Generally very good; that of the fourth class almost uniformly highly creditable.

Grammar.—There are but a few of the sequel, third, or fourth classes who do not know, and well, too, all the parts of speech. The parsing, which is only required of the fourth class, is, in general, fair; indeed I could mention several schools where it is extremely good, and well understood.

Geography.—To a fair proportion of the pupils this branch is well taught. It is to be regretted that the study of this and grammar are much disapproved of by many of the parents. To oppose or argue against this hostility would be useless; accordingly, wherever

this feeling prevails, I direct the teachers to instruct their pupils orally on these subjects, and illustrate their teaching in the most popular form—thus, “thunder” is a noun, because we *hear* it; “supper” is a noun, because we see, feel, taste, smell, and touch it; and so on with other parts of speech. In geography this plan may be carried to a considerable advantage, for there the eye can be educated without the labour of study, or any luggage of words of which book-learning is composed, the teacher merely pointing out on the map such and such a country, its physical distinctions or productions, &c. By such a course, if persevered in, the children will obtain, at least, correct ideas of the relative positions and the characteristics of many countries; and thus they may be said to be cheated into instruction of some useful and even refined information.

District 39, Tullow; Mr. Mitchell.—*Reading* (including oral spelling and explanation).—Reading is, in my judgment, the subject taught most successfully in the schools I have examined. I have been able to speak favourably of the proficiency in reading, in a few cases where the answering in *every other* branch was bad. The same remarks apply, but with much less force, to *oral* spelling. The attempts at explanation I must pronounce, as a rule, *bad*; and this, too, without taking into account any lower than third class pupils.

Penmanship.—I have not judged the penmanship “quite satisfactory” in any school in the district; but it may be that I have unconsciously fixed the standard too high, while endeavouring to apply with strictness the test furnished in the Board’s circular. The want of a *continuous* good supply of writing requisites interferes in many cases with the proficiency in this branch of instruction.

Arithmetic.—The extent of the instruction given in practical arithmetic is, generally speaking, very fair; but as regards *accuracy* in working on slates, I have to speak unfavourably of the proficiency in most cases. I have no doubt, however, that I have often to register as unable to work out a problem in a given rule, a child who, if given the proposed problem quietly at-home, could solve it correctly, though not readily. Mental Arithmetic is a branch in which I look for considerable improvement.

Writing from Dictation.—I have nothing particular to remark regarding the proficiency in this branch.

Grammar.—I think that very little is really known of this difficult subject, except in schools under the highest-classed teachers. In many cases I found the children merely “crammed” with the “parts of speech,” no attempt having been made—at least successfully made—to teach the subject rationally.

Geography.—Geography, like grammar, is taught indifferently in very many schools. I sometimes find the pupils of a sequel or a third class who know the names of places, &c., and who could point them out on the Map of Europe or Ireland, and whose whole knowledge of geography ends there.

District 40, Wicklow; Mr. Mahony.—*Reading* (including oral spelling and explanation).—None of the characteristic defects in reading, such as I pointed out last year, have entirely disappeared. Whilst teachers continue as they are, the hope of really good reading, in its true sense, is vain: the utmost that can be effected is to have it thoroughly intelligible. In this respect there is some progress; for, although in the abstract reading is little better than in former years, the numbers who can read intelligibly are greater. The per-centage of correct reading returned this year being much less than last year, would seem to indicate the contrary; but last year a per-centage of actual readers only was taken; whereas this year, since a new issue of reports implied that even those in the alphabet were to be included as “reading,” the per-centage has embraced a more numerous class. The actual number of correct readers this year is considerably greater. For the same reason, although there is only a small fractional difference in the per-centage of intelligent readers this year, compared with last year, the actual number in that class of readers this year is considerably greater also. The most common causes of defective reading, so far as my present observation reaches, are—I. As regards teachers: (1.) Their want of due perception of the higher excellencies of reading, and consequent inability to explain, still less to illustrate or exemplify, them. In every other subject their knowledge goes beyond the reach of what they have to teach; but in this only it falls short of it. (2.) An accepted notion, induced by the prevailing habit of reading being heard only, and not taught; that it needs no precept or direction. (3.) A vain conceit with some that it is below the dignity of their function. (4.) The small personal gain in classification, from teachers being themselves good readers. Between written and oral examinations, reading, at most, counts only as one in sixteen for third class, and one in twenty-one for second and first class of male teachers, and about one in thirteen for female teachers of every class. And if teachers shall yet be classed on written examination only, the highest excellence in reading will not count at all. II. As regards mode of teaching: (1.) Little or no effort made to correct defective pronunciation, even when the prominent defects are reducible to a few. (2.) A practice positively mischievous, and of all others least easy to be curbed, of urging classes onward at a rapid pace over each lesson or portion of a lesson read, and suggesting the words at the least faltering or stoppage. (3.) Partiality for pet lessons; so that some are read over a hundred times, and others scarcely once. (4.) As I observed last year, the lessons of the lower books, and, I would now add, the choice ones of the higher, are not learnt to be read, but got off by rote. (5.) The short time given to reading exercises. (6.) Want of con-

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tinuous reading; so that repeated cautions often fail to prevent classes from being confined to single periods in turn. III. As regards subject matter: (1.) The absolutely small quantity of reading in the lower books, and the comparatively limited amount of narratives, or other really reading lessons in the higher, their bulk being, in fact, text-books or treatises, contrived to impart knowledge, but not to excite an interest in reading. (2.) The difference between the language of books and the phraseology of the people; or, as it has been observed, "the language of books is an unknown tongue to the illiterate." IV. As regards special circumstances: (1.) Reading having abstractedly, and apart from what is read, but little to amuse, engage, or stimulate attention. (2.) Irregular attendance peculiarly injurious. For whilst acquisitions of knowledge abide, though dormant, in the memory, and revive after intervals of absence, it is not so with what is essentially an exercise, and, therefore, requiring uninterrupted practice. (3.) Home influences and associations keeping, at least, the pronunciation and utterance unimproved. (4.) Want of taste for reading, and of books to read. Not one teacher in twenty owns a book except those on the Board's price list; or looks into one, except it bears on his promotion; and not one pupil in every hundred of the more advanced, reads a line outside the ordinary school-books. Oral spelling is almost entirely confined to—(1.) The First Book, the words of which are spelled when they cannot be read, and seldom or never spelled when they can be read; (2) in the other books to the words placed at the head of lessons, and which are spelled mechanically from off the book, as a sort of prelude to the reading; (3) when teachers examining on a lesson are at a loss for a question, an easy relief is found in asking to spell a word or more; and (4) home lessons in the "Spelling Book Superseded," sometimes, but too seldom, learnt by the higher classes. Exercises contained in, or suggested by, the several classes of verbal distinctions in that book, which could be given profitably, even to the first class, are rarely tried until these lessons are formally committed to memory. Explanation of meaning, so far as it shows an apprehension of the substance of what is read, is not unsatisfactory. There is scarce a school in which the classes fail to tell the meaning of a sentence or a paragraph in a general way. Sometimes the translation of the words or phrases of a lesson into the popular idiom is expressive enough. Sometimes, when the meaning cannot be fully conveyed in words, other indications show that it is nevertheless understood. The general defects are—I. As regards words: (1.) Ignorance, or vagueness, respecting their primary meaning and precise etymology; (2) no perception how that primary meaning holds through their secondary or applied uses; (3) little heed of the distinctions between words apparently synonymous. II. As regards propositions or sentences: (1.) Ignorance of the relation between literal and figurative language; (2.) in cases of allusion or illustration, an obtuseness about what is implied or suggested; (3.) inability to follow the general drift of an argumentative or sustained passage. In a word, vagueness is the defect in this matter which needs most to be overcome.

Penmanship.—There is an improvement in penmanship, so far as that instances of utterly careless writing are less frequent; because supervision of writing classes, and especially of beginners, has become more general and constant. As regards its quality, a distinction is to be drawn between male and female schools. 1. In the former, whilst the amount of legible or unobjectionable writing has increased, that possessing superior excellence has rather become more rare. 2. In the latter, the writing, with comparatively few exceptions, is good; and in some instances it is scarce surpassed in schools of the very highest class. If the proficiency of boys were relatively equal to that of girls in this compared with other subjects, it would cease to be exceptional in the efficiency of National School teaching. But so long as writing classes shall continue virtually to be almost entirely self-taught, and such writing materials as those in present use are supplied, adequate progress in the subject must be retarded. It is an eminently practical point, upon which attention can scarcely be too often fixed, that in every other matter of school instruction, ample aids to teaching, in books and other appliances, are given, whereas in this, of such universal want, not only is there no precept or direction, but that in place of aid there is a positive obstruction to practice.

Arithmetic.—In the lower classes, at least, practical arithmetic has improved fairly, and but little, if at all, in the more advanced. The continued defects are (1), mechanical teaching; and (2), want of readiness in calculation. 1. There are to be found, in schools of average sort, those who have gone through the Board's larger treatise on arithmetic, and who could solve questions in compound proportion, compound interest, profit and loss, and progression, if proposed in the form they were used to, and who would yet fall into ludicrous errors in easy questions of simple proportion or simple interest, when put to them in a new and unfamiliar form. 2. The importance of expert calculation is too frequently overlooked. On an assumption that this is attainable only by long practice, to be had elsewhere than at school, attempts at such dexterity are quite untried. A column of a dozen or twenty small sums of money to be added up, sometimes takes a considerable time even from advanced classes, to whom, and to whose teachers, it seems almost a slight to propose such an exercise at all. As regards this subject generally, girls' schools, not excepting some of the best of them, continue to be far from satisfactory. Statistical tests of proficiency in other subjects—for example, reading, geography, dictation, and writing—point out clearly enough the precise extent to which skill or knowledge in either of them has reached, within any given compass; but it is quite possible for the proficiency in arith-

metic to be low, whilst it presents a respectable measure of the ordinary per-centages. If *Appendix D.* the proficiency be high, these per-centages will, of course, be considerable; but they may be considerable, also, whilst the proficiency is low. The test of working a sum in proportion or practice is the most trying of any; but the number of those ascertained as having fulfilled that condition will often depend upon how the question is shaped. A class of twenty may work a sum in either, or both, of those rules; and if an identical one be put in another form, one-half or more of them may fail in it. Moreover, this, and the other tests of division of money, notation, and subtraction, are expected, as a matter of course, to be given some one time or other in the year; and classes are therefore made up for them specially. I have known some, able to write seven places of figures, to go wrong in writing four; some, able to work subtraction, to fail in addition; or when they happen to be correct, to write down 01, where ten was evidently meant, or 41 for fourteen, with other kindred errors; and those able to work division of money sometimes to fail in addition of it, and sometimes to begin the addition of it at the left-hand side, as their habit was in division; or sometimes when the addition was substantially correct, to set down, for example, £50 6s. 4d., when the sum amounted to £53 3s. 4d.; or £25 10s. 10d. for £30 5s. 10d. Mr. Cumín, Assistant Commissioner appointed to inquire into the state of popular education in England, states, that "it was by no means uncommon to find boys and girls in fractions and compound division, who could not write down sums up to 10,000, or even 1,000." (Report III., page 89.) And Mr. Hare, another Assistant Commissioner, that "many boys, of the first class, in their respective schools, able to solve questions in advanced rules with ease and accuracy, were found utterly at fault in a simple addition sum, when consisting of five or six lines of seven figures." (*Ibid*, page 283.) It is quite possible, then, for general ignorance of the subject to co-exist with the power to get through one or another operation. Therefore, I say, it is not solidity, accuracy, or extent of knowledge, or practical expertness in arithmetic that is ascertained by these several testing points, but only how far a "cram" in each of them has been successful or otherwise.

Writing from Dictation.—Nothing within the school-course presents so much to commend, or so little to blame, as writing from dictation. I rarely find it so neglected or faulty as to call for absolute censure. This year nearly 53 per cent. of those examined could write with a fair degree of accuracy; and nearly 18 per cent. more could write with entire correctness. The rest, who were disentitled to be placed under one or other of these heads, were either (1), irregular in attendance; (2), beginners in the exercise; or (3), recent drafts from schools not National. I have preserved curious samples to show that the last-named were by far the worst; and I am confident, that in this matter at least, the National Schools of this district are not only unsurpassed, but rarely equalled by those of any other class or description. So far from having been over-liberal in determining the statistical results—this being a subject which could specially afford to be dealt with strictly—I was somewhat more exacting than the official directions of last year required, at least so far as regarded the exercises of the better class, which were written, all of them with scarce an error, and most of them, not only faultless in orthography, but tolerably accurate in punctuation.

Grammar.—As regards grammar, the best point is, that nearly all above the third class can detect and amend grammatical errors which involve no special subtlety; and the worst point is the prevailing want of discernment in the analysis of sentences. Parsing is almost universally a thoughtless, unreasoning routine. In complex or involved sentences, even where the entanglement is not intricate, if the common track be broken, and points selected here and there for examination, classes become invariably bewildered, and break down. Syntax is commonly better known than etymology; but in both there is a mere getting up of the text, without being able, except in the more obvious cases, to give a reason for the rules, it being accepted as a matter of course that as each rule or principle is so stated it must be so. Only few can perceive defects of language which are not positive violations of syntax. The business of grammar seems to be universally accepted as ending with the last rule of syntax; and the subjects of style and figurative language in the ordinary grammars are quite overlooked. In the lower classes the programme is fairly observed. Relatively to former years the lower classes are improved, but the more advanced are not so, to the same extent; although there is an increase in the per-centage of answering of a better kind this year, compared with last year.

Geography.—Except in a very few schools geography, up to the third class, is considerably below the requirements of the programme. The higher classes are relatively better. But, almost without exception, proficiency in the subject is not satisfactory. Although much of the backwardness is to be traced to a prejudice against the subject—because its practical value is not felt—much more of it is owing to defective teaching. This year there is a considerable per-centage of increase in the number of those acquainted with the general outlines; but although there is not so great an increase in the higher gradations, an inferior proficiency in these is not therefore to be inferred; because the number of those from whom the better sort of answering should be expected happens to be less this year than it was last year. In short, answering of an inferior type has grown better, but it is still relatively backward. That of the higher grades has not increased, but it is absolutely and relatively better. In both it is far short of what it should be.

Extra Subjects.—Additional branches, such as geometry, algebra, book-keeping, vocal

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music, and drawing, continue to be taught, more or less, in a fair proportion of the several schools in the district, and some one or more of them in all the schools of a better class. 1. The most popular subject is mensuration, which is learnt (1), by most of those in the other departments of geometry; and (2), even in schools of an inferior class by itself, occasionally. The worst of it, in such schools, is, that when boys come to learn mensuration they look upon arithmetic and other ordinary subjects as beneath them. 2. There are classes in geometry, of nine, twelve, and eighteen, in three schools, in one of which five boys know six books of Euclid and the elements of plane and spherical trigonometry; in another some eight or ten know the first four books of Euclid; and the others at least the first and second, and sometimes the third books. Five or six other schools have smaller classes, of two, three, and upwards, generally in the first and second books. 3. Somewhat more than one-half of those learning geometry in any form have also made some progress in the elements of algebra. 4. One school has a class of five boys in navigation; but the subject is neglected in the other sea-side schools. 5. There are classes of book-keeping in ten or twelve schools; and some of these have qualified several young men, from time to time, for various commercial pursuits. 6. Even where great results of physical science are most apparent, and afford remunerative employment, there seems little anxiety to learn its elements. Those who have reached a fair proficiency in pure mathematics are quite unacquainted with the elements of physiology and natural philosophy in the fifth lesson-book; and the Board's manual of "Natural Philosophy," although now divided into parts, and brought, by its low price, within general reach, appears to be unused, except by teachers aspiring to a higher class. 7. Agriculture is confined to one ordinary and one workhouse school. 8. Drawing is taught (1), in one female school, where some have made fair progress, and one very young girl has shown rare taste and ability; and (2), it is slightly attempted in one male school. Considering the numbers, taught only in National Schools, who are employed here, in building trades, the want of such instruction needs to be repaired. The observations of the Rev. Canon Mosely on this subject bear peculiarly on this district: "The use of the scale and compasses in drawing is a useful acquirement for workmen in almost every handicraft—to the blacksmith, the carpenter, and the mason, for instance—in making plans and sections of their work; and to the gardener or agricultural labourer, in laying out a plot of ground to a scale, or planning a shed or a cottage, or the draining of a field." (Minutes of Committee of Council on Education, 1851-2, Vol. II., p. 16.) Yet, though there is an unusual demand for such skill through a large portion of this district, the instruction needed is not to be had there. 9. Vocal music, on Hullah's system, is taught in five male, six female, two mixed, and two workhouse schools; and by ear only in five other schools, chiefly female. Though the performance is in no case very good, it has, in all, some merit, and has contributed largely to make National Education popular, and to associate it with some of the most cherished feelings. But at present to have it taught depends on the capricious accident of a teacher's taste or training. In some of the most important localities it is not taught at all. Many of the widest fields of education must continue unvisited by its influence, until organizing teachers of singing shall be sent out, where large schools, or groups of smaller ones close together, would employ them for a time. In no way could the small expense of such an experiment be more profitably employed. 10. The several kinds of needlework, though nominally taught in all female schools, are really attended to but little. There seems a general indifference to teach such work, or to learn it; but in schools with workmistresses it is neglected less than in schools under regular female teachers. Generally, fancy-work is practised more than plain work. In fact, it would almost appear as if the latter were regarded to be a questionable matter of school instruction.

District 41, Portarlington; Mr. Porter.—*Reading* (including oral spelling and explanation).—Judging by the standard to be employed in estimating the proficiency attained in this branch, it may be said that, in a fair proportion of the schools, reading is pretty well taught. In marking the character of the schools, during the past year, I admit that I have not been so exacting as formerly. By this I mean, that while judging the pupils' reading by the same standard as heretofore, I have given a higher mark to the schools for the same amount of proficiency. My interpretation of the circular of instructions on this head led me to make this change. The character of the reading, I am happy to say, is somewhat improved, and in oral spelling a tolerably fair degree of proficiency has been attained. Explanation continues to be a good deal neglected, to which circumstance I attribute, in a great measure, the want of taste for reading which prevails.

Penmanship.—In this branch a gratifying improvement is observable, although it cannot yet be said that the teaching is satisfactory. Of the whole number of pupils learning to write, comprising generally those of the second and higher classes, I found 61 per cent. provided with copy-books when I examined for the primary report; and of these 11 per cent. could write with ease and freedom, and 49 per cent. were able to write on paper a fairly formed round-hand. These results, although indicating that much remains to be done, are encouraging enough, when compared with those set forth in last year's report, to warrant the supposition that the teachers have become more alive to the importance of this branch. Indeed I am able confidently to state that many of them have used most laudable efforts to improve their pupils in writing, and to keep the copy-books neat and

clean, the latter a task by no means easy of accomplishment in some schools. Until how-
 ever, the teachers themselves become more skilful penmen than they are, and adopt the
 practice of close superintendence of the pupils while at work, their labours must fail of
 complete success.

Arithmetic.—As regards arithmetic there has been an improvement during the past year.
 As I am not conscious of having been less exacting than formerly in estimating the degree
 and quality of the pupils' attainments in this branch, I am disposed to give the teachers
 credit for a *bona fide* advance towards success in their instruction. It appears, then, and
 it is gratifying to be able to make the statement, that in the three elementary branches—
 the keys of knowledge as they are called—the proficiency of the pupils is more satisfactory
 than was indicated by the results of my examinations in the year 1861. This corresponds
 with my anticipations. The remarks which I have constantly been enforcing on the
 teachers have borne some fruit: that no matter what may be a teacher's attainments, or the
 rank to which he may have risen among his fellows, if he does not teach the elementary
 branches well, he must be condemned as an inefficient member of his profession; for no
 amount of success in the other branches, or in the numerous details of school-keeping, can,
 or ought to, compensate for the want of it in these.

Writing from Dictation.—Since the issue of the amended form of School Programme
 writing from dictation has received a new stimulus, and the practice of it has been extended
 downwards to the sequel and second classes. This is a most beneficial change; the
 advisableness of which I alluded to in my report for last year. Teachers whose schools are
 not well organized often express the difficulty they experience in finding suitable employ-
 ment for the junior pupils when they are not under instruction. I have always recom-
 mended in such cases that they should be extensively employed in copying on their slates
 from the reading tablets, or from the easy lessons of the Second Book, or, what is better still, in
 writing from memory the verses which they have learnt. And if care be taken to revise these
 exercises, pointing out the mistakes that have been made, and, where it is deserved, giving
 commendation for neatness and accuracy, I know of no more simple and effective method of
 teaching the children to spell correctly, and at the same time preparing them for the more
 difficult task of writing from dictation. Of the pupils examined, including generally
 those of the sequel and higher classes, 13·5 per cent. could write a sentence with ease
 and accuracy, and 25 per cent. with tolerable correctness: results contrasting favourably
 with last year's. The style in which the exercises were performed will not, however, bear
 much commendation.

Grammar.—Of 1,954 pupils examined in grammar I found 23·2 per cent. able to distin-
 guish the parts of speech, and 4·2 per cent. able to parse syntactically. These results are
 perhaps as favourable as could be expected, when it is considered that little above 5 per cent.
 of the pupils on the rolls are in the fourth and fifth classes. The knowledge of grammar
 possessed by them is rarely very deep, and but feeble power of applying the rules is dis-
 played. The examples which they have at home, and not unfrequently that of the teachers
 themselves, whose language is often deformed by all the provincialisms peculiar to the loca-
 lities in which they live, do much to retard the acquisition of correct pronunciation and forms
 of expression.

Geography.—Considering that geography is not a difficult study, or one that severely
 taxes the mental powers, and that it may be made the source of much pleasure as well as
 information, it is surprising how indifferently it is taught, and how low is the proficiency
 attained in it. I find generally that the Map of Ireland is the favourite one. Pupils who
 cannot repeat the boundaries, or describe the relative positions of the large divisions of land
 and water on the Map of the World, are able with perfect accuracy to name and point out
 the counties and provinces of Ireland. There has always been a very small proportion
 of the second class pupils adequately prepared on the Map of the World. Teachers appeared
 to pursue no system for bringing them up to the requirements of the programme; in fact, they
 hardly knew what was required; and the map lesson consisted in merely pointing to, and
 naming a few isolated and probably not very important places, selected, one might often
 imagine, solely for the length of their names. It may happen that no one in the class can
 with certainty distinguish east from west, or say how Europe is situated with respect to
 Asia, or where Ireland lies, but it will be odd, indeed, if even the youngest fails to indicate
 the position of Madagascar or the Mozambique Channel.

District 42, Gort; Mr. Sweeney.—*Reading* (including oral spelling and explanation).—
 Reading is taught in most of the schools of this district in a very satisfactory manner.
 Presuming that the reading of the pupils who were absent at the time of the examination
 is equal to that of those who were present (a reasonable presumption), no fewer than
 eighteen hundred of the pupils who passed through the school during the year can read
 intelligently and with a remarkable degree of freedom from provincialism and errors in
 pronunciation. Indeed, the degree of proficiency attained in this subject is such as to leave
 very little more to be expected in an elementary education.

The spelling and explanation are also satisfactory; but enough importance has not
 been attached to the teaching of the "common things" treated of in the lesson-books. In
 order to direct the teachers' attention to, and to interest the pupils in this most useful sub-
 ject, I never, at my inspections, neglect to examine on it.

Appendix D.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Penmanship.—Penmanship is now taught in most of the schools. The teachers no longer consider they teach this subject by writing “head-lines” in the copy-books, and leaving the pupils to imitate these “head-lines” as best they can. They now find it necessary, in order to teach successfully this important branch, to direct attention to the points in the model which should be imitated, and to walk about from desk to desk during the time the writing exercise is being proceeded with, to correct and to instruct. The consequence is, that the results in writing are becoming highly satisfactory, and that the National Schools no longer lie under the odium of producing bad writers. The degree of proficiency attained in penmanship in the schools of this district is, on the whole, very satisfactory and gratifying.

Arithmetic.—The commercial rules of arithmetic are well taught; the pupils work correctly and with despatch questions in these rules, and they can fairly account for the different steps in the operations. The other rules of arithmetic are but in very few instances touched upon in the schools of this district; and there is a remarkable absence of classes learning mensuration and the other extra branches.

Writing from Dictation.—This subject is taught to a fair proportion of the pupils, and the proficiency attained in it is quite satisfactory. The teaching of the subject is very judicious; it is not, as it used to be, a mere examination. The errors in the spelling are carefully marked by the teacher or monitors, and the pupils made write out in correct spelling the words they misspelled.

Grammar.—In no subject do the teachers show less skill in teaching than in this. The plan most usually pursued by them is, to take the first sentence of the reading lesson and tell the part of speech of each word in it, if it be a junior class that is under instruction; or if it be a senior class, parse the sentence in a most rote and parrot-like manner. I have met with classes who could parse the first sentence of almost every lesson in the Third Book, but when taken to another sentence in the lessons of the same book, exhibited the most profound ignorance of parsing. The proficiency attained in grammar is not satisfactory in the schools of this district.

Geography.—Geography is another subject which is injudiciously treated by teachers. The lesson on it is an examination, and varies so little from day to day, that nine-tenths of the questions may be said to be stereotyped. The trifling knowledge of this subject attained by the pupils, cannot, therefore, be wondered at.

District 43, Thurles; Mr. Lawler.—*Reading* (including oral spelling and explanation).—The proficiency attained by the pupils in this branch is, on the whole, fair; but in some schools, owing to injudicious methods of teaching, which I have endeavoured to correct, children had been much too long in First Book of Lessons, before they were able to read. In explanation the proficiency is satisfactory; but *oral* spelling, previous to my first round of inspection here, was, except in very few schools, confined to the spelling of single, isolated words: the practice of spelling *phrases orally* that now prevails in the district was almost entirely unknown; and this I have found to be the case on my first round of visits in every district in which I have hitherto been located.

Penmanship.—The proficiency of the pupils in this branch is, on the whole, very fair, and as good as could be expected. In a few cases, where the teachers are themselves excellent writers, the penmanship of the pupils is admirable; and, in a very few cases, where, partly owing to age and infirmity, the teachers write a wretched scrawl, the penmanship of the pupils is very inferior.

Arithmetic.—In this branch the proficiency attained by the pupils is, on the whole, pretty fair. In notation, however, I found the schools generally very deficient; and very simple questions, when the pupils were not told by what rules they were to be done, were perfect puzzles to them. For example, the question:—A man, born in 1812, died at the age of 28 years; in what year did he die? was not answered by pupils even in the Fourth Book, in the majority of the schools. Having worked by subtraction, with very few exceptions, they found that the man died twenty-eight years before he was born! By judicious questioning on the part of the teachers, the pupils are now *trained to think*, so as to be able to solve apparently difficult questions, without being told by what rules they should work.

Writing from Dictation.—This branch is fairly attended to, and fair proficiency has been made in it.

Grammar.—In general, I found the parsing pretty good; but the text of the grammar is not as well known by the pupils as it should be. In some schools I was surprised to find that pupils in the highest classes who could parse poetry well, were not able to correct the sentences, “Him and me were there”—“Jane divided an apple between John and I.” Having directed the teachers’ attention to these defects, I expect much improvement by my next visit, in this branch.

Geography.—Though this branch is taught in all the schools, except the evening school and the industrial school, it is one in which the proficiency attained by the pupils is not as satisfactory as it should be. I have pointed out to the teachers the deficiency of their classes in this respect; and I expect considerable improvement in this branch during the ensuing year.

District 44, Athy; Mr. Coyle.—*Reading* (including oral spelling and explanation).—Except in ten schools, this branch is in a satisfactory state. Accuracy of pronunciation

is aimed at by the teachers, and attained by the pupils to a great extent, due allowance being made for the long absence of the children at certain seasons of the year, and the counteracting influence of the habit prevalent in their homes. Generally speaking, when pupils are long absent, they forget the correct pronunciation they had been taught, and the teachers have to teach them again as if they had never been taught before. From this it may be concluded that all the trouble bestowed on this point will have little practical effect on them in after-life. In oral spelling the pupils very generally acquit themselves in a most satisfactory manner; but they are as generally deficient in ability to explain words and phrases. I think their failure arises very often from want of a command of language to express what they understand, or is passing in their minds.

Penmanship.—There is some improvement in this branch since last year; but it is far from sufficient. I have taken great trouble in instructing the teachers on the method of teaching it, but with inadequate success. I offered some suggestions last year, which it is useless to repeat now; and I allude to them only to mention that I still entertain the same opinions as to the cause of the great deficiency that exists in this most important branch, and as to the remedy that should be applied.

Arithmetic.—Well attended to, and, with some exceptions, which are becoming fewer, well taught.

Writing from Dictation.—This subject is receiving due attention, and with increasing success.

Grammar.—Some improvement has taken place in this subject. It is receiving great attention, but, generally, it is not skilfully taught. I would suggest that no pupils be taught it, except those in Second Sequel, and the higher books, unless in Model Schools, or other schools that have a good teaching staff. In schools attended by an average of from thirty to forty-five pupils, where there is no assistant, or no paid monitor, or only one monitor, the teachers cannot devote time to the instruction of the higher classes, if they devote the necessary time to the instruction of the junior, in such a very abstract subject as grammar. It is only constant and long-continued instruction that can impress young children with anything like a correct idea of the parts of speech, and even that idea is very evanescent. Two months' absence will make it necessary for the teachers to go over the same ground again. The instruction given to pupils who have made some progress in the knowledge of language, either single words or sentences, will make an impression, and produce permanent results. Ten minutes' teaching will be of more profit to third or fourth class pupils, than half-an-hour to the lower classes.

Geography.—Receives a great deal of attention, but, as a general rule, is not judiciously or profitably taught.

District 45, Ennis; Mr. O'Galligan.—*Reading* (including oral spelling and explanation).—During the past year a much larger number of pupils than had been the case in the previous one passed under examination at inspections, in which the results were recorded in a tabulated form; the junior drafts of the first classes (*i.e.*, those who were merely learning "the alphabet," or to spell easy words and sentences) have also been included by me, for the first time, under this head. It is highly gratifying, therefore, to find, that notwithstanding these drawbacks, the pupils who were able to read the advanced books in an easy, correct, and intelligible manner bear a still higher proportion to the gross number examined than was the case in the previous year. This improvement was especially observable in the female schools, the number examined at which increased at the rate of 58 per cent., while the number of good readers, though still much too limited, had been more than doubled during the same period. Examination on the subject-matter of the reading lessons is a duty that is still very much neglected, and as many teachers find difficulty in supplying correct, and at the same time simple meanings for words of less frequent occurrence, it is, I think, desirable that the "spelling columns" at the head of each reading-lesson should contain this information. If questions also were supplied at the end of each chapter, monitors and inexperienced teachers would feel less reluctance in examining the pupils on these very important branches, and skilful teachers, on the other hand, would (for obvious reasons) follow the present method of examination. The proportion which pupils "able to read the Second or Sequel books" bear to the gross number examined, has sensibly declined—a result partly attributable to the unfavourable state of the weather at the periods when these examinations were unavoidably held, and principally to the cause already assigned—the inclusion of very young children in the tabulated returns.

Penmanship.—Under this head no reference is made to the proficiency of the pupils who receive ("on slates") rudimentary instruction in this branch. The teachers displayed more anxiety during the past year about keeping up an adequate supply of writing materials and books for sale in their schools. During my inspections, therefore, I found a larger number of writers "on paper;" and though the per-centage of expert writers has declined nearly two per cent., a larger increase, on the other hand, is observable in the proportion of those who have attained a fair elementary acquaintance with this very useful art. Suitable copy-lines for female schools are still a most important "desideratum," and a little manual, with simple directions for the instruction of the junior pupils, might, with great advantage, be given "gratis" with each set, as is now done when philosophical apparatus and diagrams are supplied from the apparatus department.

Appendix D.
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General Observations as to proficiency of Pupils found in attendance at inspections during the year.

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General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Arithmetic.—In connexion with the subject which next comes under notice (arithmetic), I have to make the apparently paradoxical statement that this branch is now successfully taught in a larger proportion of schools than at the date of my last report; while the numbers who passed successfully through the different ordeals ("notation," "simple subtraction," &c.) bear a lower proportion to the gross number examined than I reported on the last occasion. To explain this apparent inconsistency, I have to remark that in a considerable number of schools the higher drafts of the first class, and the junior class of second, now learn to answer easy questions (in "notation" and "simple addition"), either on the blackboard, or on their own slates; and while these youthful students help considerably to swell the roll of candidates for examination, not a single one of them can be expected to pass any of the various ordeals, and the rates of proficiency are consequently much reduced. Several schools have been organized during the years 1861 and 1862, and liberal grants (in the shape of blackboards, ball-frames, &c.) made at the expense of the Board, while practical instruction on the improved methods of teaching arithmetic is communicated by the Board's officer (Mr. Molloy) in the schoolrooms, for the guidance of the teachers. Several teachers have shown themselves deserving of these advantages, and adopted the very judicious suggestions made by the organizer in connexion with this and other branches; many of them, however, continue to follow the beaten paths, and in too many schoolrooms the dusty condition in which both the blackboards and the ball-frame are found by a visitor, proves that they are regarded as an ornament to the walls of the schoolroom, rather than as mechanical appliances to economize the labour and augment the usefulness of the teacher upon whom they have been bestowed, at least during his term of office.

Writing from Dictation.—In my report for 1861, I stated that instruction in "writing from dictation" was not, in general, attended to at a sufficiently early period of a child's education. This defect has been, to a considerable extent, since remedied by the insertion in the new "school programme" of clauses requiring the sequel and even the second classes, to be exercised in this important branch. I have, therefore, been enabled to examine a larger number of pupils—more than double the usual number on this branch, and feel pleasure in reporting that a considerable—but not quite proportionate—increase of pupils able to write sentences from history (narrative or simple poetical extracts) correctly, has resulted; while the number of scholars who can copy from dictation any sentence, selected either from the First or Second Books, has been at least doubled.

Grammar.—This is a subject which affords but little attractive matter for the mind of a pupil, except in a school conducted by a very intelligent instructor. As stated in my report for 1861, the second class pupils in very many schools had been taught to parse "syntactically" before they could read "intelligently" their ordinary lessons. "Parrot-talk" of this kind I have constantly denounced, and a falling off in the per-centage of "parsers" has been the result. A much larger number at present, however, receive instruction in the theory of grammar and etymological parsing; and although the proportion of those who can "construe" (to borrow a term used by the pedagogues of former days) has decreased, the per-centage of pupils who possess a rational and useful acquaintance with the subject has increased, and their actual numbers nearly doubled. Home lessons are now prepared by most of the pupils in sequel class, and by many of those in second class. Until very recently no child in either class would condescend "to thumb" a grammar. "Practice first, and theory last," was the motto in nearly every school of this district.

Geography.—Nearly every pupil in this district receives instruction in this more attractive branch. All in the sequel and higher classes are expected to prepare home lessons, and the majority are provided with text-books for that purpose. The senior drafts of second class also prepare home lessons, in schools that have been "organized." Nearly every school is furnished with a fair number of the large maps published by the Board—a few with terrestrial globes, and many with two or more outline maps. At present, however, the results are not commensurate with the labour and expense which has been incurred; the number of pupils possessed of a fair rudimentary knowledge of the subject being only one-fourth of the whole number under instruction. Those acquainted with the geography (physical and political) of their native country, and its nearest continent, scarcely amount to one-twentieth; and the number of pupils who possess a good knowledge of the higher departments of this branch is so inconsiderable that it may almost be left out of consideration altogether. The globes in very few instances are used by the teachers, who appear to look upon them as useless auxiliaries, suitable only for fifth class pupils, and too scientific for any teacher below the highest stage of classification. The female teachers, in general, are opposed to the use of outline maps in their schools; but as I have frequently (of late) examined their pupils with the aid of such maps, self-interest will prevail over all other motives, and my example be followed more generally than is now the case.

District 46, Tipperary; Mr. Potterton.—*Reading* (including oral spelling and explanation).—As the following observations are based on only *seven months'* acquaintance with this district, I do not venture to pronounce too dogmatically from such limited experience. As regards explanation, I have noticed a good share of judicious work on teachers' parts, and fair results on pupils'. As to oral spelling, it has not been practised (in the shape of phrase

spelling) to such an extent as I could wish and have recommended. A fair knowledge of etymology is pretty general. As to reading, it need not be matter of surprise to find so few schools noted as "quite satisfactory," when we consider the high standard required. It is, however, gratifying to see so many characterized as good, and almost all the remainder as fair. In estimating the general worth of a school in this important branch, the main scope of my observation, &c., is to ascertain to what extent the art is sufficiently mastered to be readily available for *self-cultivation* in future life, and *tolerably so*, for family or other general improvement or entertainment. Fastidious criticism would, I think, be more out of place here than on any other branch.

Penmanship.—But for careless execution in too many cases, and overmuch angularity of style in the case of girls, I have not much reason for any disparaging remark on the penmanship of the district. As I have largely added to the staff of assistants and paid monitors, and very necessarily so, I have directed, and will require for the future, a much larger share of principals' careful personal supervision of this branch while in act of execution, and look forward to proportionably improved results. I have suggested also in some cases, and mean to do so more generally, the practice of periodical (say monthly) test-copies to be written in *immediate* succession to one another, and thus stimulate a desire to secure *obvious* progress, and re-kindle a little of the old ambition to become finished penmen.

Arithmetic.—The defect in the *sufficiency* of the teaching staff (as noticed under penmanship), rather than any real or general *inefficiency*, as to teaching power simply, has hitherto caused a good deal of careless work in respect to arithmetic also, in the shape of mechanical execution of sums, unchecked by teachers' scrutiny in many cases, and not facilitated and elucidated by his exposition of principles, &c., as often and as fully as desirable. Now, however, that the drudgery of superintending large classes without adequate *responsible* aid, is sensibly mitigated, I shall be much disappointed if 1863 does not exhibit much improvement in the management of the arithmetical classes, and other mathematical classes. I may here add, to these latter I have given a goodly share of prominence here and there, but never to the extent of risking the withholding of due attention to the more elementary subjects, much less to lead to the supposition that merit (and in some cases it is very considerable) in this more ambitious department, will gain credit or financial recognition where the ordinary branches are defectively cultivated. Mental arithmetic, I should add, will demand more care and system.

Writing from Dictation.—This branch, as far as my opportunities have enabled me to judge, appears on the whole to have been regarded with unusual favour, and practised with very fair success. The teachers, generally, have been judicious in their method of dealing with this branch, especially in their selection of exercises, which show thoughtful *graduation*, generally. The revised programme now requiring, very wisely, earlier attention to this branch than formerly was given, I will look for much improvement even here also. In the somewhat kindred branch of elementary composition, there is a tolerable degree of proficiency in a good many cases. In a few of the more pretentious cases, where a formal cut-and-dry *guide* is used, I do not find as much readiness, or even clearness or point, in any little exercises I call on them to perform for me, or even forthcoming in their manuscripts, as where the pupils are left almost entirely to themselves to set down their own ideas as best they can.

Grammar.—I am glad to report under this head a considerable degree of effective teaching and proportionable proficiency. In hardly any cases, do the teachers acquiesce in acquaintance with definitions, rules, &c.; but in nearly all cases require their appropriateness and application to be duly *thought out* by their pupils. When I see from time to time the unsatisfactory reports on this head, emanating from middle-class examiners (see even last Report of the Oxford Delegacy), I cannot but feel, as I have always done, a considerable degree of pride in the comparative efficiency of our schools in respect of grammatical attainments. In the multitude of text-books on this subject I do not believe there is safety; and, as just observed about composition, I always find less clear and effective apprehension of this subject where teachers seek to introduce their pupils to the less practical speculations of other treatises than those provided by the Board.

Geography.—Under this head a very fair and even a large degree of attainment would be immediately recognised, were the examination to be at all rote or catechetical in character. Very considerable verbal memory has been realized, but the mental relation, &c., of places, &c., have not been sufficiently apprehended. I am glad to find due prominence given to *Ireland* on the revised programme; as, strange to say, in many cases, the pupils would answer better on other countries than their own. In conclusion I may observe, that if the "tentative standard" recently set up in the "Instructions to her Majesty's Inspectors of Schools in England," were applied to our schools also, and the results compared, the friends of education could then fairly test the two systems by their respective results.

District 47, Kilkenny; Mr. Bradford.—*Reading* (including oral spelling and explanation.)—About one-third of the pupils can read the Second Book pretty well; one-tenth can read the Third tolerably; very few reach the Fourth. Oral spelling is rather fairly taught, but explanation not so well. From the want of general information under which

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Appendix D. most of the teachers labour, this branch will always be imperfectly taught, until the Board establish libraries for the teachers, or their incomes rise so high as to enable them to purchase useful and interesting books in sufficient numbers.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Penmanship.—A little more than one-eighth of the pupils write fairly; one per cent., well. Very few of the teachers write so well as to show a good example to their scholars. Generally the pupils attend so irregularly, and leave school so young, that very few of them can write a good hand.

Arithmetic.—Not one-half of the pupils can work an easy sum in subtraction. About one-twelfth can do long division of money; half that number can perform practice or proportion. The principles of arithmetic are not sufficiently attended to, and the teachers help the scholars too much in the work of their sums, so that they have the name of being in advanced rules much beyond what they can perform if left to themselves. Notation is imperfectly attended to in many of the schools.

Writing from Dictation.—About six per cent. are fair in this branch; four per cent. write correctly. This being so new a branch in the country, and one never taught before the National System was established, many teachers do not seem aware of its great utility, and do not devote sufficient attention to it. The correction of mistakes in the pupils' exercises is not sufficiently made a vehicle for affording instruction on the subject. Several teachers are themselves unable to spell well. The younger teachers, though inferior to the older in several subjects, are generally better in spelling.

Grammar.—About four per cent. of the pupils can parse an easy sentence. Few of the teachers appear to correct their scholars' mistakes in conversation. Most of them, instead of affording an example of correct speaking to the school and neighbourhood, habitually in their practice forget their theoretical knowledge of grammar and use the most incorrect expressions.

Geography.—This is the branch which seems to interest the pupils most—at least in the male schools. Most of the schools are fairly supplied with wall maps, and the pupils have acquired a very considerable amount of acquaintance with them. Many of the teachers dwell too much on minute particulars which are not necessary for general purposes, and neglect impressing their pupils with the leading features exhibited in the Map of the World.

District 48, Dungarvan; Mr. J. G. FitzGerald.—*Reading* (including oral spelling and explanation).—Reading has been more generally taught as a lesson, and a considerable improvement is observable during the present year. Pupils read with more attention to the punctuation, and with less abruptness. But a deficiency still exists in the style and intelligence. There is an improvement also observable in spelling, which is now more usually taught from dictation. The proficiency of pupils in explanation was not generally satisfactory, owing to the defective method pursued by most teachers, who rarely explain the meanings of words, as they occur in the lesson books.

Penmanship.—A considerable improvement is observable in the penmanship of the pupils, in neatness, legibility, and character. Teachers have been induced to superintend the writing of the pupils, and to set them suitable copy-lines. I have always observed that a good penman, who sets the examples himself, is almost always successful in teaching this branch. In my opinion the engraved pieces supplied by the Commissioners, being destitute of style and character, and failing to awaken sufficiently the imitative faculty, are almost useless; but lithographs from good penmanship which are sometimes met with, are employed with much greater success.

Arithmetic.—This branch has been more generally considered by teachers as an intellectual exercise. And, as a natural consequence, pupils have been found to work questions involving some amount of thought and judgment. Principles are more fully explained; and on the whole I consider that there has been a marked improvement in this branch, which has hitherto been taught mechanically.

Writing from Dictation.—In this branch a steady progress is observable; and in two-thirds of the schools of the district a fair proportion of the pupils have been found to write rather difficult sentences with correctness of spelling and nicety of execution.

Grammar.—There is not much improvement observable in the proficiency of pupils in this branch since last year. Pupils appear to possess little clear or rational intelligence on the subject. They point out the parts of speech by rote, and parse by rote—attribution to the neglect of teachers to question them on the parts of grammar involved in the exercise.

Geography.—The proficiency of the pupils in this branch exhibits some improvement. The branch is taught in a more methodical form, and less by rote.

District 49, Waterford; Mr. O'Loughlin.—*Reading* (including oral spelling and explanation).—In this, as in my late district, and, I suppose I may say, generally, the attention of the teachers is mainly given to the mechanical part of reading. If the pupils can repeat the words readily and correctly, and with anything like attention to the stops, the end aimed at is commonly supposed to be attained. To see that they understand what they are saying, or that they thoroughly grasp the collective sense, appears, in practice at least, to be considered a secondary matter. The teachers themselves, as I have remarked on

former occasions, are by no means good readers. At an examination or before their classes they remind one, by their pompous intonation and emphatic monotony (if I may use such a phrase) of a school-boy declaiming in Latin. To express the sense in a natural, quiet way, either clashes with their idea of what reading really is, or is beyond their power to reach.

Penmanship.—Though many of the schools exhibit fair specimens of proficiency in this branch, I am not prepared to say that it receives all the attention it deserves. Constant and careful supervision on the part of the teachers is what is most required, and what is not generally given, as it ought to be. The consequence is, that the pupils fall into a careless habit of writing, and indulge their various tastes, or want of taste, without let or hindrance. But as the prevalent idea among them is that the smaller the hand the better it is, stunted, sharp, irregular writing is the rule. The pens, however, have something to do with this, for, as I have often before observed, the difficulty of procuring new ones, on account of a supply not being kept always in the school, renders it necessary to use the old ones until they become little better than rusty pieces of iron. To write with such things at all is difficult, but for a beginner to form a bold, free hand with them is absolutely impossible.

Arithmetic.—The pupils generally possess a considerable amount of mechanical expertness in this branch. The black-board, however, might be oftener used by the teachers, with advantage, as a knowledge of the principles on which the arithmetical processes depend might be thereby more generally secured.

Writing from Dictation.—This subject receives a fair share of attention, but not more than its importance deserves. In many schools the proficiency attained in it is highly creditable; in most it is all that can reasonably be expected. The mode of exercising the pupils in it, and of correcting the exercises when written, might, however, be improved; but so much has been said on it by the Head and District Inspectors in previous reports, that I need not further allude to it here.

Grammar.—I have almost lost hope of seeing this subject thoroughly understood. The teachers themselves are amazingly deficient in it, as anyone who looks over their written exercises may see. The parsing exercise is almost invariably faulty. Teachers of even the highest class commit blunders which, one would think, ought to be discreditable to a school-boy. It is not to be wondered at, therefore, that the pupils fail in it. But to what are we to attribute a failure so general—first, to the grammars themselves; and next, to the mode of teaching them. The defects in the grammars I dealt with in a former report, and I need not, therefore, allude to them now, the more so as they are not likely to be remedied on account of anything I may say. The defective teaching lies more within my province, but it is a subject which would require a more thorough sifting than I could afford to give it here.

Geography.—This subject is, in many schools, made to alternate with grammar, and to share the time equally with it—an arrangement which I do not consider altogether judicious. An ordinary life would not suffice to make a man acquainted with the position of all the places on the earth, which he might be desirous of knowing, or which it might be even advantageous for him to know. If maps and books of reference, therefore, must be consulted from time to time, why not rely, to the utmost reasonable extent, on the future use of them, and so leave more of school-time to the acquisition of knowledge which, instead of being rarely called for, as is the case with geography, enters into the daily and hourly business of our lives? That the leading outlines of political geography are useful and desirable for all, I fully admit; but that the hours spent in pointing out places on the maps, or in mechanically trailing the pointer along the black lines that mark the course of rivers, could not be much better employed, I think I may safely deny. Political geography is valuable, mainly either as the handmaid of history or as the guide of commerce. How little it has to do with either, as taught in the schools, I need not say.

District 50, Wexford; Mr. Dugan.—*Reading* (including oral spelling and explanation).—The ability to read intelligently and with expressiveness is a matter of comparatively rare occurrence in the National Schools of the district. This observation does not apply to the Convent Schools, where the subject of reading receives more attention than any other. The teachers too often permit the children to slur over their lessons without any attempt at correction, and to pass from lesson to lesson and from book to book without taking care that they have thoroughly understood, or at least obtained clear conceptions of the subject matter of what has been gone over. It does not appear to be well understood amongst them that each lesson and class-book is preparatory to the succeeding, both in difficulty of matter and construction. Amongst the senior classes very few indeed ever make use of a dictionary, in order to become acquainted with the simple or relative meanings of the more difficult words in the lessons. I find no attempt made to train the logical powers by an analysis, simple it may be, of the sentences or propositions in the text; there is nothing but the common routine of question and answer, taken out of which the pupils become bewildered and disheartened.

Penmanship.—The penmanship is, generally speaking, of only a medium character; very little care is taken to correct the errors, either in writing or spelling, that occur in the

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copy-books, and thus the pupils go on from day to day without making any visible progress, and perpetuating faults, until by frequent repetition these can scarcely be eradicated hereafter. In a former report I have stated my opinion that head lines written by the teacher are more efficient than those printed or lithographed. To this it has been objected, that much time is in this manner lost to the teacher, but the element of time will not be considered by an efficient school-keeper, if improvement is the result. However, to obviate this, I have suggested that the written headings be mounted on slips of cardboard, these to be renewed when worn or any way defaced, and each slip to be wide enough to cover about six lines. This plan of movable lines is preferable to that of having them written at the top of the copy-book, since in the latter case, after a few lines are written, the pupil most commonly loses sight of what should be the model, and imitates his own last defective lines; but with the movable line, by requiring him to cover with it his own writing as he proceeds, the pupil has continually the proper model before him.

Arithmetic.—Arithmetic is, in the great majority of cases, imperfectly taught; only 47 per cent. of the entire number examined, which included class II., being able to work a sum in simple subtraction correctly. About 31 per cent. of the pupils attending our schools, excluding class I., are in III. and higher classes, so that not more than 16 per cent. of sequel and second were able to work this exercise. The per-centages obtained in notation and division of money very nearly correspond with the proportion of the number in senior III. and higher to the entire number of pupils, while the per-centage in proportion, and above, corresponds to that in class IV. and higher. It therefore appears that in this branch more attention is paid to the instruction of the higher than of the lower classes. In no instance, however, is there sufficient care taken to make the study of arithmetic subservient to the wants of actual life, by the thorough treatment of its practical part, or to render it an instrument of mental discipline and training by a careful analysis and exposition of principles. I have recommended the teachers to have on all occasions the chalk and black-board at hand during class instruction in arithmetic, that they might analyze and explain to the pupils the several principles and processes, from the simplest in numeration for the first class, to the most complicated problems for the higher.

Writing from Dictation.—In writing from dictation the number examined may be said, in round calculation, to have comprised the pupils in class III., and higher; 34 per cent. of these wrote a sentence with tolerable accuracy, and 8 per cent. with ease and correctness, giving a total of 42 per cent. I find that of the number in above classes, 33 per cent. at least are in class IV. and higher; and assuming that all in these latter classes are included in the 42 per cent., there remains only 9 per cent. in favour of class III., as satisfying the examiner in writing from dictation. I hope, however, for a great improvement, and to be able to exhibit more satisfactory results next year, from the introduction of the practice of writing the exercises upon paper, and requiring the pupils from an early stage to write from dictation—in fact, from the time of their being able to express the sounds of letters and their combinations by written characters—and so in a great degree, at least from this stage, supersede oral spelling. This kind of spelling is of very little use in enabling the child to speak or pronounce correctly, and as to teaching to write with correct spelling, it is obviously inferior to the practice of familiarizing the eye with the true forms by writing out the words themselves:—

“Sounds which address the ear are lost and die
In one short hour; but that which strikes the eye
Lives long upon the mind: the faithful sight
Engraves the knowledge with a beam of light.”

Grammar.—Grammar appears to be only partially attended to. I do not believe that any of the pupils in the second and Sequel I. classes are acquainted with the meanings of the parts of speech as far as the adverb, inclusive. Only 33 per cent. of the entire number examined, including the second and higher classes, can be returned as acquainted with the parts of speech only, and 8 per cent. as able to parse syntactically. I calculate, that of the entire number examined as above, 31 per cent. are in class III. and higher; and assuming that these third and higher classes are included in the per-centage of proficiency, viz., 41—there remains only 10 per cent. of the sequel or lower classes acquainted with the parts of speech, or about one-half, say, of Sequel II.; which I calculate to form 20 out of the remaining 69 per cent. The *memoriter*, or rote system, is very prevalent in teaching this branch—the teacher requiring the pupils merely to repeat long definitions and examples, without ever attempting to apply the definition to the example, or *vice versa*. Those learning to parse are merely exercised in repeating glibly, without knowing or understanding the ideas involved in case, person, tense, or mood. In this manner, it is evident, that much of the value of grammar, as an intellectual exercise, is wholly lost.

Geography.—I have felt very little satisfaction from the examinations in geography during my round of visits in 1862. Nor can I understand how a subject so full of interest and instruction, can be so neglected; very few pupils know anything of the geography of Europe and the British Isles, nor can it be said that they have obtained any clear or distinct notions on the general geography of the world. I do not believe that the pupils

themselves would neglect this branch were their attention drawn to it in the proper manner, or were the lessons made interesting and instructive to them. In nine cases out of ten this is limited to mere pointing out on the map; little or no trouble is taken to make the children understand or remember the relative positions of regions—or the mutual dependence of countries—their interchanges of productions; nor is there any attempt made at teaching it inductively or inferentially—where a few parts being known, others follow invariably and constantly, as the expressions of a certain law.

District 51, Limerick; Mr. O'Callaghan.—*Reading* (including oral spelling and explanation).—I consider that the style of reading has improved in the present year. Although I do not approve of the teachers giving their pupils many rules for correct reading, I still believe that they should themselves be well acquainted with the instructions on the subject contained in the Literary Class Book. The pupils must be taught expressive reading principally by the ear. I have, therefore, in my progress through the schools in the present year, recommended to the teachers themselves the practice of reading to the pupils a portion of each day's reading lessons. I have also recommended that the pupils should be practised to emphasize adjectives and adverbs. This is an easy task for pupils in Sequel and higher classes, and tends to check (which was my chief object) the usual quick utterance. The experiment has given satisfactory results in the schools in which it has been made. I hope to see it introduced into all. Much progress has been made in oral spelling, and in a knowledge of the subject-matter of the lessons.

Penmanship.—There has been a decided improvement in this branch during the present year. The teachers have made more use of the black-board than they were formerly in the habit of doing. The copy-books contain more evidence of careful supervision. I have recommended to the teachers to rule off in each page a margin of about the breadth of an inch, in which the pupil is to practise any letter he may have misformed. Some of the teachers have, at my suggestion, obtained instructions written by professed writing-masters. Few of the teachers ever attempted to teach any of the *principles* of the art. It is a general belief that the progress of the pupil depends solely on his power of imitating the copy-lines set before him. I think that this view is founded in error. Without undervaluing the effect on the progress of a pupil of a quick and accurate eye, I hold that in having an art, in which there are well-established principles, the pupils should be made acquainted with them.

Arithmetic.—This branch is now taught in a more satisfactory manner than formerly. I have introduced into the schools, during the present year, a practice, which was introduced by Mr. Sheridan into the Limerick Model School, namely, of exercising the pupils to express, in correct language, the different steps of the operations under each rule. This practise is very improving; it engages the mental faculties fully, and imprints permanently exact notions on the mind. The pupil is *forced* in this process to exert his whole power; and this necessary concentration of his reflecting faculties is a convincing proof of the value of the practice. I have explained to the teachers that this process can be most advantageously adopted in describing in "general terms" the different steps of a proposition in geometry. I have observed with pleasure that the pupils take great interest themselves in going through an exercise of this character. I have, also, given special attention to mental arithmetic. Many of the teachers thought that the operations were confined to the rules for concise calculations, given in the small arithmetic. I have pointed out to them that, as a mental exercise, questions in simple addition, subtraction, and multiplication, are more improving. At the same time I stated that the short methods given in the arithmetic, should be known also.

Writing from Dictation.—The principle of repetitions is now generally adopted in teaching this subject. It is applied in this way,—each of the pupils is obliged to write several times each of the words misspelled in the exercise; and, also, as most of the teachers record the misspellings of the different exercises, they make a practice of testing the improvement of the pupils by dictating an exercise containing several of the misspelled words of previous exercises. I have recommended to the teachers to allow the pupils, say on one day in the week, to transcribe a sentence from their lesson-books; and, also, once a fortnight, to test the ability of the pupils to write out the substance of some lesson, to be read aloud to them by the teacher twice previously. On the whole, there has been a marked progress in the proficiency of the pupils in this important branch during the present year.

Grammar.—There has been some improvement in this branch in many of the schools. I have pointed out to the teachers the necessity of carefully explaining to the pupils, when examining them on the home-lessons in this branch, the exact significance of the definitions. In many cases, however, these home-lessons continue to be made tests rather of the pupils' industry or memory, than as exercises of intelligence.

Geography.—In general, the knowledge exhibited in this branch is very fair, as regards the relative position of countries, their areas, chief towns, &c. In some schools this branch is made more interesting, by references to national characteristics, historical events, natural productions, &c., &c. This branch is now, more generally than before, taught to the first class.

Appendix D.
General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Appendix D. District 52, Newcastle West; Mr. Robinson.—*Reading* (including oral spelling and explanation).—Improving.
Penmanship.—Improving.
Arithmetic.—Improving.
Writing from Dictation.—Improving.
Grammar.—Improving.
Geography.—Improving.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

District 53, Clonmel; Mr. Lane.—*Reading* (including oral spelling and explanation).—The reading is, on the whole, pretty correct and intelligent; but, in most cases, void of feeling or emphatic expression. The prevailing fault is a want of clear, audible, distinct, and forcible utterance of each syllable or sound in a word. To the rectification of this I have called particular attention. Oral spelling is, in general, very fair; but explanation, meaning of words, and subject-matter of the lesson, are only tolerable.

Penmanship.—Penmanship is now conducted with fair proficiency, much improvement having taken place within the year in style and method. The writing had, in many cases heretofore, been too small, poor, and angular; executed, in some cases, from books, and without copy-lines or head-lines as models for imitation. The copy-books are now fairly kept; and the penmanship is, at least, strong and legible.

Arithmetic.—In almost all the schools the proficiency of the pupils in the practice of arithmetic, as an art, is very fair, save that its first principles and definitions have not, in many of the schools, been fully inculcated in junior classes, or the subject synthetically taught as a science. Mental calculation, though taught in all the schools, is not attended with much proficiency in many of them.

Writing from Dictation.—Writing from dictation is taught in the majority of the schools with fair results. The practice of writing from dictation on copy-books, instead of on slates, has been adopted as regards the higher classes, thereby keeping a record of the proficiency and progress of the pupils.

Grammar.—The proficiency of the pupils in grammar is, on the whole, very fair in the respective classes.

Geography.—The teaching of this subject is attended with fair results, save that in some cases the preliminary definitions and astronomical terms have not been fully inculcated; or text-books kept sufficiently in use. Political and topographical geography appear to be fairly known from the maps.

District 54, Tralee; Mr. O'Driscoll.—*Reading* (including oral spelling and explanation).—In a large number of the schools, the reading of the pupils was, on the whole, very fair; but in the others it was very defective. I recommended those teachers whose pupils read badly to give more time to this very important branch, and to read frequently for the children's imitation; and I hope to be able to report a decided improvement in this branch next year. The proficiency of the children in oral spelling was, on the whole, tolerably fair; but in the explanation of subject-matter of reading lessons and meanings of the words, it was very unsatisfactory.

Penmanship.—This branch is now receiving, I believe, due attention in all the schools of the district.

Arithmetic.—The proficiency of the pupils in practical arithmetic is, on the whole, tolerably good; but in the theory of arithmetic, and the reasons of the rules, I regret to say that it is anything but satisfactory.

Writing from Dictation.—The proficiency evinced by the pupils of all those classes that write from dictation is satisfactory.

Grammar.—This subject occupies, in some schools, more than enough, and in the others quite enough, of the school time; for I do not think that a knowledge of grammar is of such intrinsic usefulness to children living in remote, rural districts, as that of other branches. I have met with some teachers in my first round of inspection in this district, who took great pains in teaching their third and sequel classes to parse syntactically, though some of the children of these classes were unable to read with tolerable accuracy the sentences the teachers require them to parse.

Geography.—In local geography, the proficiency of the pupils in general is very fair, and the children of the higher classes have a tolerable knowledge of the leading principles of mathematical geography. In the statistical portion of physical geography, the advanced classes are, I regret to say, very backward.

District 55, Macroom; Mr. Strong.—*Reading* (including oral spelling and explanation).—As regards the style of reading in the majority of the schools of the district, I am obliged to characterize it as *low*. The chief defects are, indistinctness of expression (arising from inattention to ordinary pauses and proper emphasis), and coarse, inarticulate pronunciation. The teachers, with few exceptions, seem not to have bestowed a sufficient amount of attention on this important branch; they evidently do not look on it as the grand source of all our knowledge. Until the teachers adopt the plan of giving special lessons to the senior classes in *reading only*, as well as habituating the junior, both by precept and *example* (the latter most efficacious), to a steady and distinct enunciation, as well as a proper grouping of

the words, the great mass of pupils in National Schools will fail to express the meaning of an ordinary passage with due force or elegance. As regards oral spelling and explanation, I have no fault to mention, except where the teacher is imperfectly qualified. During the past year I have bestowed special attention to this branch.

Penmanship.—The general proficiency in writing may be stated as *medium*. The schools are too few where I find really good penmanship. I particularly find fault with the small, illegible, and sharp style of writing (commonly called "angular hand"), adopted in girls' schools. These young persons have got the idea, that a large and fairly rounded style is not *genteel*; and this, together with the *needles, not pens*, now generally used, cause the letters to appear to an inspector as real *cuneiform characters*. In case of the boys, their writing has but little neatness, and the copy-books are often kept in a slovenly condition. Such could not be the case if the classes were *properly superintended*. I am of opinion, that the writing of the schools would be considerably improved, if the Commissioners issued copy-books with head-lines printed or lithographed, and the schools more generally purchased quills instead of steel nibs. Of all branches taught in National Schools, none appears more stationary as regards progress than writing. Our teachers seem to despise it; or, at the best, regard it as an elementary, childish branch. The hedge-teacher looked upon it as a science, and plumed himself on his calligraphy. Hence, it may be fairly questioned, whether the National Schools have made any improvement on the writing of our forefathers.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Arithmetic.—In case of arithmetic I have no fault to find, generally. The teachers, as a body, look upon this branch as most important, and have succeeded in teaching it with much practical success. However, in girls' schools, where the teachers are in a low class, the pupils are to a certain extent, unacquainted with the theoretical principles involved; the chief fault lies in want of neatness in the operations. The practice of transcribing questions on paper has been given up as an unprofitable expenditure of time and labour, but I am of opinion that it should be adhered to, even though sparingly; otherwise, the young accountant will make a sorry figure in his shop-bills, and all his theoretical principles will be lightly esteemed by his employer. I will merely add, that the now almost general use of the black-board has done much good as to a proper elucidation of this branch. A pupil of a fourth class will bear no mean comparison with a boy not older than himself, selected from an expensive private school, as regards proficiency.

Writing from Dictation.—Dictation is generally taught to the senior classes in all the schools of the district; and I have reason to be satisfied with the proficiency attained in most of them. I would, however, prefer to find it more commonly practised *on paper* instead of on slates. If so practised, I am of opinion that more success would be the result. As it is, the pupils, I think, do not attach sufficient importance to good spelling, or carefully executed writing. When the errors are corrected by the teacher, they are quickly effaced from the slate, and too often from the memory. This would not be so likely to happen if the exercise were performed on paper, for, in the first place, the pupil would be more careful lest errors should appear in his copy-book; and next, by reverting to his mistakes, he would be taught to avoid the same in future.

Grammar.—In case of grammar, the proficiency is as fair as can be well expected under the circumstances. The pupils in the fourth and fifth classes usually make a fair attempt at syntactical parsing, so that they will be able to make a practical use of this knowledge in speaking and writing the language. Those in the third and sequel classes make a moderate attempt at simple or etymological parsing—in other words, they can generally point out the verbs and nouns, as well as most of the connecting and qualifying words, in a plain sentence. They are thus prepared for syntactical parsing, and, besides, have their mental faculties exercised and expanded, especially if the teacher possess ordinary intelligence. This last advantage is sometimes forgotten by many. To learn grammar thoroughly requires more time than usually falls to the lot of most of the pupils in our National Schools; besides, the rules of Syntax, and the different inflections of verbs, nouns, &c., must be carefully committed to memory from the pages of the grammar. Dr. Sullivan's text-book, now so generally used, is simple and sensible—it has completely removed the mysterious garb which hitherto veiled the main features of the science from the youthful grammarian.

Geography.—As regards geography, I have but little fault to find. The answering on this branch is, on the whole, good; the only defect consists in confining the pupils too much to *pointing out* capes, straits, boundaries, countries—without referring to the people, employments, productions, and governments, &c. Again, the historical parts are very imperfectly known; and this is to be regretted, inasmuch as the brief synopsis of each country, as given in Sullivan's Geography, if committed to memory, would partially remedy the want of a proper history amongst our school-boys. In many of the schools under respectably classed teachers, I find that the pupils of the fourth and fifth classes can answer with a fair amount of intelligence on mathematical geography, as contained in the larger treatise of Dr. Sullivan.

District 56, Mallow; Mr. MacLochlin.—*Reading* (including oral spelling and explanation).—Notwithstanding the many valuable suggestions within our lesson books, specially intended for the guidance and assistance of the teacher, I cannot speak favourably of the proficiency in this branch. The reading in many of the schools is delivered without

Appendix D.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

any regard to, or apparent connexion with, the subject treated of in the lesson. This serious defect, I regret to add, may but too justly be traced to the teacher, who, despite those instructions, instead of carefully illustrating the connexion between each sentence, and thoroughly explaining the subject matter, is contented with the pupils' hurrying through the lesson as mere matter of rote. From my statistical returns I find that in but one-fourth of the schools the proficiency attained is of a very fair order; in nearly one-half of them the reading is delivered with fair degree of expression; and in the remainder of the district, viz., somewhat above one-fourth, the reading is of such inferior order as not to be considered proficient.

Penmanship.—I observe some traces of improvement; and still, much more progress remains to be accomplished. In little above one-third of the schools is this branch fairly taught, and only in one-ninth of them is the proficiency satisfactory, or above mediocrity; thus leaving three-fifths of the schools of the district in which the writing is of an inferior order.

Arithmetic.—This branch is fairly taught to a fair proportion of the pupils in somewhat less than one-half of the schools. In nearly all of them the pupils are made to acquire a knowledge of the arithmetical tables. The theory of the subject has yet to be more carefully explained.

Writing from Dictation.—This branch forms a portion of the general instruction throughout the district. It is fairly taught to a fair proportion of the pupils in about two-fifths of the schools.

Grammar.—I find that this subject is fairly taught to a fair proportion of pupils in about one-half of the schools.

Geography.—In the majority of the schools the children of the advanced classes are provided with text-books; and in all the schools the maps of the Board, chiefly World, Europe, and Ireland, are freely made use of.

District 57, Killarney; Mr. Macnamara.—*Reading* (including oral spelling and explanation).—These essential parts of the school business received during the year no diminished amount of attention. The proficiency in them may be considered, in the main, satisfactory in this district.

Penmanship.—Not much improvement is perceptible in penmanship. In few schools did I observe that all the elements of good penmanship were properly taught and fairly practised. On the other hand, however, the number of schools is small in which the writing was marked by illegibility and utter carelessness.

Arithmetic.—I found a fair amount of proficiency pervading the majority of the schools in the practical knowledge of the rules as far as simple interest. I also noticed an increasing acquaintance with the principles and terms. In nearly all the schools there are a few attendants who have attained knowledge to a useful extent of the greater part of the large treatises on this subject. In a fair number of the more favourably located schools extra branches are studied with tolerable results.

Writing from Dictation.—This branch is practised daily in all the schools, and with satisfactory result. The total number of pupils examined this year included a large section of the sequel class, reported by the teachers as learning this branch. In former years I excluded sequel class pupils from my examination, and hence the centesimal proportions were higher in 1861 than in 1862.

			Proportion per cent. to total
			Number Examined.
Number Examined 1861,	.	1,188	31·4*
Number Examined 1862,	.	2,437	36·9†
			16·4
			20·

Grammar.—The requirements of the programme, though not strictly adhered to in all the schools, are on the whole fairly satisfied in the instruction and proficiency in this branch.

Geography.—This branch continues to be taught with fair results.

District 58, Bantry; Mr. H. W. M. Rodgers.—*Reading* (including oral spelling and explanation).—The reading of the pupils is for the most part exceedingly monotonous and indistinct. With such a defect, there can be little intelligent appreciation of the meaning of words. The pronunciation is also extremely vulgar. Considerable allowance, however, should be made for some teachers, owing to the difficulties with which they have to contend. In several schools many of the children scarcely understand a word of English, Irish being the language spoken by their parents. Under these circumstances, in accordance with a view which, I believe, is pretty common, I have been obliged to consider readiness and verbal correctness as constituting what is called satisfactory reading. It is to be lamented that comparatively few teachers give constant and regular attention to the explanation of words. Were this part of their duty properly discharged, the minds of the children would be expanded, and even their reading improved. As for oral spelling, the proficiency is barely tolerable.

Penmanship.—In the majority of the schools entrusted to my care the penmanship is

* Able to write with tolerable accuracy.

† Able to write with ease and correctness.

pretty fair; in the rest it does not receive anything like the attention which it deserves. Were lithographed head-lines printed in the copy-books issued by the Board, and were teachers to insist on a more exact imitation of head-lines on the part of the pupils, the writing produced in National Schools would soon become decidedly improved. Such a plan is the more necessary, as many of the teachers are themselves unable to write a good hand.

Arithmetic.—This branch is felt by all to be so essential, that it is impossible for even careless teachers to show as much neglect with regard to it as they exhibit in some other subjects. However, as a rule, to which there are few exceptions, attention is too much confined to mere mechanical operations. A great improvement would be effected by adopting the same plan in reference to the theory of arithmetic which is adopted in the case of some other branches—that is, by causing the pupils to prepare some part of it each day, or each alternate day, as a home lesson. Until this, or some similar course, be pursued, little improvement can be expected.

Writing from Dictation.—Writing from dictation is practised very generally, but far too negligently and mechanically. A better system is required on which to conduct these exercises. The plan of causing the pupils to exchange slates, and correct one-another's errors in orthography and punctuation, while the teacher, monitor, or even an advanced pupil, spells the words aloud from the book, and indicates the proper places for capital letters and for the various stops, if it were more generally adopted, would be highly advantageous. Under the system at present pursued in most schools, the teacher has no time to direct special attention to the defects which he may have noticed in the exercise of each pupil.

Grammar.—There are few schools in this district in which this branch—so appropriately termed “the logic of the people”—is taught in even a tolerably satisfactory manner. Though it is highly calculated to expand and strengthen the memory and reasoning powers of the young, it seems to have been taught so carelessly and unskilfully, that results the very opposite have been produced. In my tours of inspection, I have generally found that the pupils merely learn by heart words whose meaning they do not clearly understand—than which no practice can be more detrimental. Teachers seem to be either ignorant or forgetful of the fact, that if they cultivate the memory, without at the same time appealing to the reasoning powers, the former will become surfeited and weakened, while the latter will be left in an unnaturally dormant state, and thus be seriously injured.

Geography.—Though so much has been done by the Board in the way of diffusing through the country a knowledge of this important branch, I am constrained to record as my decided opinion, that in this district it has not been taught on right principles. As regards this part of education, the teachers do not seem to appreciate the admirable appliances and facilities furnished by the Commissioners for their assistance. A general improvement could be effected by using text-books and maps simultaneously. If this practice were adopted, the study of geography would be rendered more interesting and instructive.

District 59, Dunmanway; Mr. O'Connell.—*Reading* (including oral spelling and explanation).—4,692 pupils were examined in reading, 1,617 of these, or thirty-four per cent., could read the Second Book correctly; and 725, or fifteen per cent., were able to read the Third or higher books with ease and intelligence. These pupils were also examined in oral spelling and explanation: the proficiency in the former subject was satisfactory; in the latter, indifferent.

Penmanship.—Out of 2,242 pupils examined in this branch, 759, or thirty-three per cent., could write fairly; and 142, or six per cent., could write with ease and freedom. In ten schools, including three convent and one workhouse school, the proficiency was quite satisfactory, in seven good, and in thirty-four fair; consequently in more than half of the schools in the district, penmanship is tolerably successfully taught.

Arithmetic.—Of 3,173 pupils examined in arithmetic, 904, or twenty-eight per cent., were able to set down accurately any number of seven places of figures; 1,128, or thirty-five per cent., worked correctly sums in simple subtraction; 506, or fifteen per cent., were able to work sums in division of money; and 154, or four per cent., could solve questions in proportion or practice. In thirty-three schools, or a little more than a third of the number in the district, the proficiency was satisfactory.

Writing from Dictation.—Of 975 pupils examined in dictation, 270, or twenty-seven per cent., were able to write a difficult sentence from the Third Book with tolerable accuracy; and 252, or twenty-five per cent., were able to write the same sentence with ease and correctness. In thirty-six schools dictation is well taught.

Grammar.—Of 3,131 pupils examined in grammar, 783, or twenty-five per cent., were acquainted with the parts of speech, and 259, or eight per cent., were able to parse syntactically. Grammar, from text book, was taught in only twenty-four schools with any degree of success.

Geography.—Of 3,159 pupils examined in geography, 611, or nineteen per cent., exhibited a fair knowledge of the outlines of the Map of the World; 441, or thirteen per cent., were well acquainted with the Maps of Europe, or Ireland. In twenty-eight schools, the proficiency was satisfactory.

District 60, Cork; Mr. Sheehy.—No remarks.

Appendix D.
General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Appendix D. No. 8.—Feeling of Local Parties with regard to the National Schools, if unfavourable, to what social or religious classes is such feeling confined?

Feeling of local parties with regard to the National Schools; if unfavourable, to what social or religious classes is such feeling confined?

District 1, Letterkenny; Mr. Hickey.—I find no class of local parties unfavourable to the extension and success of the National system of Education in this district.

District 2, Londonderry; Mr. Graham.—I consider the opposition to be much less than it formerly was.

District 3, Coleraine; Mr. M'Iroy.—The popular feeling is decidedly in favour of the National system. A few landlords and clergymen, members of the Established Church, are the only parties at all unfavourable.

District 4, Ballymena; Mr. Gillie.—The local feeling is very favourable. Some of the Established Church clergy alone are hostile to it.

District 5, Ballyclare; Mr. Irvine.—The local feeling is in general very favourable.

District 6, Strabane; Mr. Craig.—The system of National Education is very acceptable in this district. There is nothing like active opposition to it. A few clergymen of the Established Church have not yet applied to the Commissioners for aid to their schools.

District 7, Maghera; Mr. MacDonnell.—I am not sufficiently acquainted with the district to give a correct opinion on this subject; but judging from the numbers of the different denominations in connexion with the National Schools of the district, the system would appear to be in a high degree of favour with all parties. The following table gives the per-centage of the different denominations connected with the schools of the District.

	Pupils.	Teachers.	Monitors.	Schools.	Managers.
Established Church,	11	16	15	22	20
Roman Catholics,	55	47	45	38	32
Presbyterians,	32	35	38	38	47
Others,	1	1	3	—	—

District 8, Belfast North; Mr. Nesbitt.—Local feeling very favourable, even of those who are inimical to the principles of the system.

District 9, Belfast South; Mr. W. R. Molloy.—The feeling of local parties, especially of those for whose children National Schools are mainly intended, is, I believe, very favourable to the system. The hostile feeling of some of the clergy of the Established Church appears to be decreasing.

District 10, Newtownards; Mr. Osborne.—All parties in this district are friendly to National Education, with the exception of a few landed proprietors and a large majority of the Established Church clergy. The influence, however, which these exert does not after all very materially affect the progress of National Education.

District 11, Donegal; Mr. Currie.—A few clergymen of the Established Church still adhere to, and support, the principle of the Church Education Society; the general leaning of the Roman Catholic clergymen seems of late to be in favour of denominational grants; the laity, however, of all churches, so far as I have had opportunity of judging, express satisfaction with the present system.

District 12, Sligo; Mr. Kennedy.—Most of the landed proprietors, and nearly all the clergymen of the Established Church are opposed to the principles of National Education. Only one Established Church clergyman in the district is the manager of a National School.

District 13, Enniskillen; Mr. J. Brown.—The prevailing opinion of the laity of all classes is decidedly in favour of the National Schools.

District 14, Omagh; Mr. Adair.—The feeling of the local parties is, I may say, without exception in favour of the National system, and National Schools.

District 15, Dungannon; Mr. O'Neill.—Generally favourable. A portion of the clergy of the Established Church, and some of the landed gentry are opposed to the establishment of National Schools, but this opposition is gradually getting weaker, and many former opponents of the system are becoming its advocates. On the other hand, there appears to be some dissatisfaction entertained on the part of the Roman Catholic clergy with some parts of the system, and efforts are being made in some of the larger towns to establish schools in connexion with the Christian Brothers.

District 16, Armagh; Mr. S. Brown.—The feeling of local parties is almost universally favourable. Some clergymen of the Established Church are still opposed to the National system of Education; but the number hostile to it is becoming less every year, and their opposition less active.

District 17, Downpatrick; Mr. Patterson.—With the exception of the majority of the clergy of the Established Church, and a number of the landlords of the same denomination, the inhabitants of this district are generally most favourably disposed towards the National Schools; the Roman Catholic and Presbyterian clergy and laity, I believe, almost without exception. Several of the chief landed proprietors, members of the Established Church, show, by their liberal patronage, their approval of the system; and several Established Church clergymen, who do not undertake the management of the schools, visit them and impart religious instruction to the children of their own communion.

District 18, Monaghan; Mr. Dowling.—Any unfavourable feeling is confined to a majority of the clergymen of the Established Church, and to a minority of the laymen of

the same Church. The number of Roman Catholics attending school is much smaller than the number of Protestants, as compared with the number of each, respectively, to be found in the population of the district. While the Roman Catholic population is 72 per cent. of the whole, the Roman Catholic pupils amount to only 60 per cent; and considering that the Protestants have about 20 schools not connected with the National Board, while the Catholics have none, the proportion of the latter receiving education is still smaller than what the attendance at National Schools represents. The poverty of the Roman Catholic population, and the greater difficulty they experience in procuring the necessities of life, both food and clothing, may probably account for their availing themselves comparatively little of the opportunities of education.

District 19, Newry; Mr. Morell.—Except as regards a very large proportion of the clergy of the Established Church, and a few of the landlord class, the feeling of local parties is favourable to the National system of Education.

District 20, Ballina; Mr. Healy.—The Roman Catholic Bishop of this diocese is opposed to some of the principles of the National system; as is also, I understand, the bulk of the clergy and higher classes belonging to the Established Church.

District 21, Swinford; Mr. Roantree.—Acting under the advice of his bishop, a Roman Catholic clergyman withdrew an application he had made to the Board for aid towards the erection of three National Schools to be vested in trustees. In my limited intercourse with the people of this district, I have had no other evidence of feeling that might be regarded as unfavourable to the National Schools, while indications of feelings of an opposite character in relation to them have, in more instances than one, come under my observation.

District 22, Boyle; Mr. J. W. Rodgers.—The feeling of the general community is decidedly favourable. Only two of the clergy of the Established Church in the district act in the capacity of manager, but some others are favourably disposed to the National system; while a few render material service to it by their frequent visits to the National Schools. The clergy of the Roman Catholic Church are practically favourable, but many of them would desire a modification of the system.

District 23, Cavan; Mr. MacCreanor.—The feeling of the majority is rather unfavourable, among both Established Church and Roman Catholics, though not to such an extent as to hinder them from applying for, and accepting of aid.

District 24, Bailieborough; Mr. Bole.—There are very few opponents of the National System of Education in the district; in fact, there might be said to be scarcely any active opponents. Many of the clergy of the Established Church are lukewarm in the cause, and the Roman Catholic clergy do not appear, in general, to give it so ardent support as formerly. The landed proprietors are to a large extent steady supporters of the system.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—Favourable; the landed proprietors are favourable to the system, and endow many of the schools. Nearly all the Roman Catholic clergy give them practical support, and some of the clergy of the Established Church also are disposed to support them, and the people generally avail themselves of the schools to the utmost extent of their power.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—The parents of the pupils are well satisfied, as they always have been, with the system pursued in the National Schools; and while in only a few cases we have any very active support, it is gratifying to find that in no case have we any active opposition.

District 30, Dublin, North; Mr. O'Carroll.—The Established Church clergymen, the Roman Catholic clergymen, and some of the Roman Catholic gentry object to Model Schools.

District 31, Ballinamore; Mr. Kealy.—Favourable; my experience is very limited.

District 32, Tuam; Mr. M'Sweeney.—The system is popular with the laity, but the Churches of both denominations regard some parts of it with feelings of jealousy, as it attaches, they think, the people rather to the State than to the Churches, and establishes the supremacy of the former.

District 33, Mullingar; Mr. D'Arcy.—I can record no change in the feeling of local parties of any religious denomination since last year. Although the number of schools in this district has considerably increased, the feeling of the Roman Catholic clergy and people continues unfavourable to some of the principles of the National System of Education.

District 34, Galway; Mr. Wilson.—Views favourable to the National System are extending among the clergy of the Established Church, those engaged in mission operations excepted. But among the Roman Catholic clergy an opposite tendency, as regards some parts of the system, is very decidedly manifested, especially among the higher orders. There seems a determination on the part of the parish clergy, acting probably under orders, not to permit the establishment of any National Schools in their several parishes, except under their own sole control.

District 35, Loughrea; Mr. Simpson.—Those most interested, the class for whom the education is intended, with the majority of the Roman Catholic laity, are decidedly favour-

Appendix D.

Feeling of local parties with regard to the National Schools; if unfavourable, to what social or religious classes is such feeling confined?

Appendix D. able. The Roman Catholic clergy avail themselves of them, and fully appreciate their advantages, but are less zealous advocates, as a body, than in any other district I have had in charge. The clergy of the Established Church all oppose. One Presbyterian clergyman in the district neutral.

Feeling of local parties with regard to the National Schools; if unfavourable, to what social or religious classes is such feeling confined?

District 36, Parsonstown; Mr. M. FitzGerald.—The great majority of the Established Church clergy, and a large proportion of the laity of the same denomination, are still avowedly hostile to the National System of Education. Their objection is to the principle, not to the nature of the instruction imparted, the general excellence of which they readily admit.

District 37, Maynooth; Mr. MacSheehy.—So far as regards this district, I see every reason to believe that the working of the National System is regarded by the great body of the people with undiminished confidence. There is no localized opposition, save on the part of the supporters of the Church Education Society.

District 38, Dublin, South; Mr. M'Dermott.—I consider that a favourable feeling is on the increase.

District 39, Tullow; Mr. Mitchell.—I believe that feelings unfavourable to the National Schools are almost exclusively confined to the clergy of the Established Church.

District 40, Wicklow; Mr. Mahony.—Of the Established Church clergy, some three or four are friendly. All the others are actively hostile. All the Roman Catholic clergy are, at least negatively, favourable. Of the gentry, a few are favourable; the great majority apparently indifferent; and some few exhibit their hostility in refusing sites for National Schools, and in threatening tenants with ejections and other penalties for harbouring a National teacher. More than one teacher has been obliged to resign his school, because the shelter of a roof was denied through fear of the penalties which would be incurred by aiding and abetting such educational outlawry.

District 41, Portarlington; Mr. Porter.—On the whole it is favourable.

District 42, Gort; Mr. Sweeney.—Very favourable. The parish priests who are managers of schools express themselves well pleased with the system of National Education, and with the results its schools have produced.

District 43, Thurles; Mr. Lawlor.—As far as I have been able to ascertain, none but clergymen of the Established Church in this district have any unfavourable feeling with regard to National Schools.

District 44, Athy; Mr. Coyle.—The Established Church clergy and laity, as a general rule, have never given their adhesion to the Board in this district. So far as I can judge, their opinions have undergone no change. Wherever there are any Presbyterians, they approve of the National System. All the priests in the district take part as managers or visitors in the direction of the National Schools.

District 45, Ennis; Mr. O'Galligan.—All parties appear, as far as I have opportunities for ascertaining their real sentiments, favourably disposed towards the National System. The Roman Catholic clergy, in some instances, object to arrangements, &c., that have been carried out (in other districts) for the more effective working of the system; even these express themselves grateful for the blessings which it has conferred in this county, and other clergymen of a different persuasion would apply for a share in the public grants, if the numbers of their parishioners were such as would enable them to fulfil the usual conditions.

District 46, Tipperary; Mr. Potterton.—Generally favourable. Even those (at least some of them) who have charge of non-National Schools would place them in connexion but for their small average attendance, which would prevent their receipt of as much aid from the Board as they now realize from other sources. Only in this town (Tipperary) do I perceive decided hostility, and that on the part of a section of the Catholic body; but even this, I fancy I discover some decrease in, of late.

District 47, Kilkenny; Mr. Bradford.—The clergy of the Establishment are as inimical as ever; the laity are averse or hostile, except those who live in Kilkenny and see the Model School. The Roman Catholic clergy are not agreed on this subject, but the laity are generally favourable. The Dissenters of all kinds are friendly, but they are very few in number.

District 48, Dungarvan; Mr. J. G. FitzGerald.—The generality of the clergy of the Established Church stand aloof from the National Schools, or support opposition schools. Only two clergymen of the Established Church are managers of National Schools.

District 49, Waterford; Mr. O'Loughlin.—Generally favourable, except among the clergy.

District 50, Wexford; Mr. Dugan.—The gentry and laity in general are well disposed towards our Schools. The clergy of the Established Church are openly opposed; but wherever a good National School exists, I find Protestant children resort to it, in preference to the Parochial School. Amongst the Roman Catholic clergy, especially the younger members, there is a strong under-current of feeling against some of the principles of the National System.

District 51, Limerick; Mr. O'Callaghan.—The National Schools were, in my opinion, never more popular than they are at present in the rural districts. The clergy and gentry of the Established Church denomination are generally opposed to the system. The Roman Catholic clergy would prefer to have the town schools taught by the Christian Brothers.

District 52, Newcastle West; Mr. Robinson.—Favourable. The National Schools are

getting more popular. I last year got sites for schools from gentlemen who have always refused up to this. *Appendix D.*

District 53, Clonmel; Mr. Lane.—Favourable, as regards the laity generally, and some of the clergy, Catholic and Protestant, but unfavourable on the part of the greater number of the Catholic and Protestant clergymen, who appear not to concur in some of the principles of the system. *Feeling of local parties with regard to the National Schools; if unfavourable, to what social or religious classes is such feeling confined?*

District 54, Tralee; Mr. O'Driscoll.—Generally speaking, the laity are favourable to the National System. The only parties I know of, who are opposed to the system, are some of the clergymen of the Established Church.

District 55, Macroom; Mr. Strong.—I find that the clergy of the Established Church, and landed proprietors of the same religious denomination, are so far unfavourable as not to give any co-operation to the establishment of National Schools. All others are favourable.

District 56, Mallow; Mr. MacLochlin.—The laity generally may be said to be in favour of the system. A great number of Episcopalian and Roman Catholic clergymen are opposed, on theoretic grounds, to some parts of the National System.

District 57, Killarney; Mr. Macnamara.—The feeling of local parties continues, as heretofore, favourable to the National Schools.

District 58, Bantry; Mr. H. W. M. Rodgers.—The feeling entertained by the great bulk of the population, of all religious denominations, appears to be favourable to the National Schools. The clergy of the Roman Catholic Church seem to look with suspicion on all these schools, except those which are non-vested, and even the latter they wish to have as much as possible under their own control. Most of the clergy of the Established Church are opposed, but some are favourably inclined to the National Schools. A Wesleyan minister is just now taking steps to place a school, of which he is manager, in connexion with the Board.

District 59, Dunmanway; Mr. O'Connell.—In some localities, favourable; in others, unfavourable. Except in one instance, the feeling of the clergy of the Established Church is against the National System.

District 60, Cork; Mr. Sheehy.—There has been, so far as I have observed, no change of feeling towards the National System during the past year, except that the Roman Catholic Bishops have determined on opposing the Model Schools, and Training Establishment.

No. 9.—State and prospects of Education generally in District, as regards Schools and their Teachers.

District 1, Letterkenny; Mr. Hickey.—On account of my being only a short time in this district, I prefer deferring until next year to detail fully my opinions under this head. *State and prospects of Education generally in District, as regards Schools and their Teachers.*

District 2, Londonderry; Mr. Graham.—I. I am happy to be able to say that the teachers of this district are attentive to their several duties, and that they seem anxious, as a body, to carry out the rules of the Commissioners conscientiously and faithfully. The agitation got up in surrounding districts, in the shape of "Teachers' Associations," never took root here; and I feel assured that the teachers now appreciate the advice given them on the subject. They now fully understand the terms on which promotion is to be obtained, and gratuities are to be awarded under the National system; and they find that in striving to obtain these (the prizes of their profession), they at the same time improve their schools and their own social standing, and thus are enabled to demand and obtain increased and more regular school fees from the pupils, and will, in due course, be justified in demanding increased local support from those parties who ought to be most immediately interested in the cause of education.

II. I firmly believe that due attention is given to the inculcation of a Christian spirit. The General Lesson is read in all the schools, and its precepts explained; and in no one instance, during the year, have I heard of one dispute among pupils or teachers on the subject of religion or politics.

III. I have observed a marked improvement in the attention paid by the managers to the schools.

IV. It would be too much to assert, that the more serious impediments to the extension and improvement of the National system have been removed. The opposition of the clergy of the Established Church (generally) still continues; but this opposition is more passive than active. The opening of the Londonderry Model School has, however, led to at least a modification of opinion on the part of many of the opponents of National Education around here. This school has been visited by numbers of the country gentry of the north of Ireland, who have expressed their highest approbation of the rules and system carried out therein; and it may be that, on reflection, they may be led to consider that the rules and system so carried out in it, may, with ease and fairness, be set in operation in rural and ordinary schools, as well as in model schools. Great improvement in the National Schools in Innishowen can hardly be expected, so long as the "rundale" system is in operation. However, year by year, this system must decrease, and then pupils may be at liberty to attend school in summer as well as in winter. At present it is no

Appendix D. unusual thing to find from ten to fifteen pupils in a school during the summer months, while during the winter months the same school will be crowded to suffocation, and to the subversion of all order and discipline, with a mob of from 150 to 200 scholars. Taking into consideration the severity of the weather during the autumn, the lateness of the harvest, and the consequent protracted farming operations, I have no hesitation in stating, that the general state of education, during 1862, in the Londonderry district has been highly satisfactory.

State and prospects of Education generally in District, as regards Schools and their Teachers.

District 3, Coleraine; Mr. McIlroy.—I. I have little to add to my observations of last year. The teachers generally are improving, both in method of teaching and in school organization. A large proportion have adopted teaching as a profession, and have been trained, either as monitors in ordinary schools, or as pupil-teachers in model schools.

II. Religious and moral teaching continue to be carefully attended to.

III. There is no change in the nature of local management. The schools, with a few exceptions, are managed by local committees—parents of the children attending the school, and clergymen of the prevailing denomination in the neighbourhood. Except in a few cases, the management is only in name; little or no supervision is exercised.

IV. Want of local support is the only impediment to the improvement of education. In several localities the amount of local endowment is so small that none but inferior teachers will accept the appointment.

District 4, Ballymena; Mr. Gillic.—The teachers generally have improved somewhat in the knowledge of their profession during the past year, judging from the progress of the schools, which, however, is not so considerable as could be desired. They continue to appear devoted to their calling, and by no means anxious to leave it. Their social standing, as reported last year, is not above that of farmers, traders, &c., of similar means; and their modes of living and dwellings are as respectable as their incomes will allow.

II. The General Lesson continues to be read, and its principles explained; but the pupils are, in many localities, rude and unmannerly; and the teachers, so far from being able to correct this fault, are quite unconscious of the existence of it.

III. The schools are chiefly under the management of committees, composed of small farmers. In the case of schools under the management of individuals, the managers are either clergymen or lay gentlemen. I regret to say that, with a few honourable exceptions, managers pay very little attention to their schools, sometimes leaving them unvisited for years.

IV. There are no obstacles to the *extension* of National Education in this district; and *its improvement* depends solely on the manner in which the teachers discharge their duties. The present system of inspection goes far to ensure a proper discharge of these duties; for, besides the regular inspections, the constant expectation of incidental visits keeps the teachers continually on the alert; and it is to be regretted that an Inspector is not able to pay such visits to *all* the schools of his district in the course of the year. On the whole, comparing the present proficiency with that of last year, I have some cause to be satisfied with the progress of education in this district; and I am sure my next report will exhibit increased improvement in the state of the schools.

District 5, Ballyclare; Mr. Irvine.—I. Many of the schools are improved in cleanliness and order. The general aspect is more business-like, and the work of the day appears in systematic connexion. Punctuality is attended to. Accounts neatly and correctly kept, and time-table made the true index of each day's proceedings. I may here observe that I seldom or never hear the complaint that a teacher cannot follow his time-table. I used to hear frequently such statements made, but on inquiry I always found that in the construction of the time-table, an erroneous method was followed. The teacher filled what might be called a speculative table—one that would have a decent appearance—often a thing of ornament, suspended sometimes in a glazed frame. But it could not be followed because its practicability had not been tested. It represented a course of work that had never been done. No wonder the teacher found it difficult or impossible to adhere to such time-table. To him I would say, surely if a person can follow any arrangement of business one day or one week, and if he finds that arrangement effective or convenient, he could follow it the next day or week; and if so, he could note down such arrangement or plan, and there would be no discordance between the order of business and the table indicating it. If a teacher thus proceeding, finds that one branch requires a longer time, and that another may do with less than that calculated on, let him change. If a branch can be taught better at one hour of the day than another, let the change be made. In this manner he will soon be able to make out a scheme that he must adhere to. From a teacher, found out of time, the excuse that he had got into the spirit of explaining a subject and had consequently intruded on the time of the next lesson, should never be taken. If indulged, it would lead to the grossest irregularities, and might be turned against the teacher himself every hour. Thus a boy, instead of rising with his class, might say he had got into the spirit of learning some particular thing, and would rise when he had done so—others might act similarly, and turn the school into confusion. Social standing of some improved; of more, stationary. Those who reside for a length of time in a neighbourhood, can add considerably to their incomes by private tuition, evening schools, land surveying, or singing. A few work themselves into small farms, and live comfortably and respectably.

Teachers of this class are in general the most useful. They make more earnest, and of course, more effective exertion to keep up the character of their schools and retain the confidence of the people. There are a few small schools in the district which are continually changing their teachers—these do little good, I should rather say they do harm, as they are almost always in charge of adventurous or useless probationers—are the means of depriving children of a fair education, and of impairing or extinguishing a desire for learning in their neighbourhood. Besides, they detract from the character of the system under which they exist. I have suggested to local parties, but as yet without effect, the necessity of raising a fund to supplement the school fees, and secure the services of good teachers.

II. Moral tone of schools satisfactory—the principles of the General Lesson are inculcated. Children of different religious denominations mix and mingle in the greatest harmony. I never hear a complaint from any party.

III. Local management same as I have before reported—most of the schools under management of a committee, each represented by a local correspondent who is generally president of the committee. Twenty-eight schools are under lay management, and eighty-five under clerical; some take little interest in the schools, or have little time to spare, others are attentive and take a lively interest in their progress and welfare. I cannot say I have reason to complain of any. I have found all seemingly willing to carry out my suggestions. A number, it is true, know little about school-keeping, and one of the best traits in their character as managers is non-interference. Not one is over-officious.

District 6, Strabane; Mr. Craig.—I. The teachers of this district are improving in method and school management. Their mode of imparting instruction is more interesting, and method of examining more skilful. They are also, I think, becoming more intelligent, as a body, and better acquainted with general literature. A few of the teachers have saved a little money, and have it in bank. One has purchased some property. One has a few shares in a railway company. In many instances this has been accomplished by means of what political economists would term “abstinence.” Nothing but the most rigid economy would have enabled them to save any thing. The annual average income of a teacher here amounts to little more than £30. The cost to the State, to parents, and local parties, for the education of each pupil on the rolls, is only nine shillings and five pence. The average expense per pupil to the Government and parents for the education of those in actual attendance, is eighteen shillings and six pence. This contrasts favourably with the English system, as far as economy is concerned. “In England,” says Mr. Senior, “elementary education costs not less than thirty shillings a-year.” The parents in England are better able to pay, and the school pence amount to a respectable sum. We are quite certain that they could pay much better in this country if they were inclined. The cost to the parents for the education of each pupil on the rolls, is somewhat less than two shillings and six pence per annum. The teachers of this district are, as a body, respectable and very well-conducted. Since I took charge of this district, in 1858, I am happy to say I have had scarcely any serious complaints against any of them.

II. A fair amount of attention is given to the cultivation of a Christian spirit among the children. The religious training of the children in the school is almost universally left to the teacher. Some persons have complained to me that sufficient attention is not given to the cultivation of good manners and external demeanour among them. In a few cases there are grounds for the complaint. I have been greatly pleased with the courtesy of the children in some of the wildest parts of the district, and surprised at the rudeness of others in more favoured localities. Much of this, of course, depends on the teacher, and much on home influence.

III. About one-fourth of the schools are regularly visited by the managers, and examined. Some of the gentlemen having the management of these schools exhibit an amount of anxiety for their welfare which is highly commendable. The other schools may be said to be left to themselves, as far as actual management is concerned; the duties performed by the managers being merely nominal.

IV. The past year has been one of trial and anxiety to most in this district, which comprises about equal portions of Tyrone and Donegal. Owing to the unpropitious summer, and the late and unfavourable harvest, the small farmers and labouring class are much straitened in their means. The want of fuel, also, has been much felt. These circumstances have greatly interfered with the children's attendance at school. It is to be hoped that a more favourable season, succeeding the last, will remove this obstacle.

District 7, Maghera; Mr. MacDonnell.—I. The teachers, as a body, are steadily improving as instructors of youth and school-keepers. They appear satisfied with their profession, and devoted to their duties. The majority of them are hard-working, pains-taking men, who do their utmost to discharge their duties with fidelity and efficiency. The social position of many of the teachers is highly respectable. Many of them live very comfortably. About one-third of the teachers of the district have applied for permission to attend the coming examination, with the view of getting a higher class. This is a sufficient proof that a spirit of progress and self-reliance exists amongst them.

II. In every school in the district good habits, a Christian spirit, obedience to the law, respect for superiors, and charity and good-will to all, are carefully inculcated.

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State and prospects of Education generally in District, as regards Schools and their Teachers.

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III. The clerical managers, in general, take great interest in the schools, and visit them frequently: the lay managers, with one or two exceptions, leave nearly all to the teachers. In most of the schools the teachers have to keep up the supply of requisites and apparatus; and in several cases they have also to keep the school and premises in repair.

District 8, Belfast North; Mr. Nesbitt.—I. The teachers are progressing in literary attainments—in energy and devotedness to their respective duties. There are but few instances of a resort to corporal punishment. In the schools the teachers exercise a parental and affectionate authority over their pupils—more like a family circle than a public school—the severest punishment at present inflicted is that of entering the name of an idler or restless pupil on the *irregularity slate*, which is suspended in the school for the information of the Inspectors; and much exertion in getting home-lessons is used, to procure a place on the *good conduct slate*, which is also suspended in a conspicuous place. The pupils seem, in most cases, under complete control of their respective teachers, whom they obey with an affectionate, and, therefore, willing obedience.

II. This being a manufacturing district, the pupils are necessarily removed from the school at a very early age, and have need of good evening schools, which should be encouraged to a much greater degree than has yet been done. Evening schools alone can meet the wants of the lowest classes. In Brown-street, which is one of the best examples of evening instruction, I find the poor mill-workers, errand-boys, seller of matches, shoe-ties, fire-lights, &c., all in good order; hair nicely combed, with occasionally a little oil to lay the straggling hairs. Such training to cleanliness and neatness in school stimulates many a mother to keep her family more tidy. The day-school hours could not be spared for such pupils, and were it not for the opportunity afforded in the evening, they must remain in ignorance. First class teachers feel no interest in evening schools, as they can make more by private tuition in the same length of time, with less labour.

III. The visiting is generally performed by committees, acting by turn. These visits are very useful; and the management, generally, exhibits a high and practical intelligence. I am of opinion that some local provision should be made for every assistant in the schools; most of these depend entirely on the salary of the Board—the principal teacher receiving the whole amount of fees. Whatever claim teachers may have on a certain number of children, which they are themselves capable of teaching, they surely have no claim on the fees of a number requiring the attention of several teachers; for every additional assistant, the school-fees of twenty pupils should be set apart to augment his salary from the Board.

District 9 Belfast South; Mr. W. R. Molloy.—No material change has taken place during the year, as regards the state and prospects of education generally, in this district. The observations to be made on the subject are much the same as those in last report.

District 10, Newtownards; Mr. Osborne.—I. The teachers in this district are, in my opinion, decidedly improving as practical teachers and school-keepers, and, with one or two exceptions, betray no restlessness or discontent. The great majority of them pursue their business cordially and earnestly. Their persons, dwellings, and modes of living are decent and respectable—much beyond what their known means would entitle us to expect; and many of them occupy a social position of considerable influence.

II. As a general rule, the moral tone is good. The cultivation of a religious spirit and of good habits is attempted in all the schools, and with fair success when the teacher is in earnest. The children continue to exhibit the same docility and alacrity when under my examinations, which I have commended in my former reports. I never, or scarcely ever, have occasion to rebuke any of them for any manifestation of rudeness, sullenness, or insubordination.

III. There are 42 clerical and 132 lay patrons or managers; and 63 schools are under the management of local committees, chosen from among the parents of the children, or the local farmers and neighbouring residents. The individuals called managers, are merely correspondents with the Board, conducting the necessary intercourse with the Education Office. Only in a few instances do they exercise any thing that could be called actual management; or express practically any real, living interest in the prosperity or success of the schools. The committees occasionally employ themselves in providing necessary material, repairs, enlargements, or improvements of the school buildings.

IV. A comparatively small extension of the National system of Education would meet all the practical wants of this district; and this extension is only at present impeded by prejudices of a political or religious kind, entertained by a few landed proprietors and a number of the clergy of the Established Church. These prejudices are gradually giving way, or at all events, their power of obstruction is rapidly diminishing. Impediments to the improvement of education exist only in the brief, and too frequently interrupted attendance on the school, which the children, owing to the circumstances of their parents, are enabled to give; and for this it is not easy to suggest a good, practical remedy. A considerable number of boys, educated wholly in this district, readily obtain situations in the shops and offices of the Belfast merchants, and, so far as I can ascertain, they, in almost every instance, give complete satisfaction. I regard this as good practical evidence of the efficiency of the instruction in a number of my schools.

District 11, Donegal; Mr. Currie.—To speak of the teachers in the district as a body, I would say that, considering the trying and difficult circumstances in which, too frequently, they find themselves placed, they evince an amount of devotion and ardour that in itself cannot be too highly valued and commended.

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State and prospects of Education generally in District, as regards Schools and their Teachers.

District 12, Sligo; Mr. Kennedy.—The great obstacle in the way of education in this district, is the want of adequate local support, there being only eighteen schools in which the teachers receive any emolument besides the school fees, and these only average £2 10s. 2d. It appears also that there are sixty-two schools where the houses have to be provided by the teachers; these are generally rented, but in a few cases have been either built or purchased. In those sixty-two schools, the amount of fees would scarcely, if at all, exceed the rent of the houses, so that the teachers are solely dependent for support on the salary paid by the Commissioners. This proceeds from several causes. With two or three exceptions, the landed proprietors are either hostile to the system or indifferent; all the Established Church clergymen, except one, are opposed to National Education, and the Roman Catholic clergymen, who are chiefly the managers, make no effort to secure the payment of school fees. At present the people are so extremely poor that very little can be expected from them, and, under any circumstances, it will be some years before the country recovers from the depression caused by the past three unfavourable seasons. If it were not for this, I would expect in some instances, at least, that managers would avail themselves of the late modification in the Board's rule regarding building grants, and that vested schools would be erected to replace the present unsuitable houses. The answer to such a suggestion invariably is, that, *at present* it is impossible to raise any funds for this purpose; and, up to this time, when a new school is required in some particular locality, it is seldom that any one thinks of its being provided in any other way than being rented by the teacher. Several landlords, who are possessed of extensive properties, refuse to grant sites for National Schools. With these difficulties to contend against, we need not feel disappointed that National Education has not produced more important results. I have found in almost every school an extreme want of punctuality as to the time at which children are in attendance in the morning. They are seldom all present until past eleven o'clock, while some teachers consider it a hardship that they are prevented from altering the entry in the account books, so as to include those who come after the rolls are marked at twelve o'clock. The irregularity of attendance is perhaps not greater than in many other districts. For every 100 pupils whose names appear on the rolls of the schools sometime within the year, there is an average daily attendance of 32; this is a little higher than in the Monaghan district, where it was only 30; but I think the difference may be accounted for by the greater accuracy of the school accounts in the latter district. The management is exclusively by individuals. I am not aware that there is any school in the district under the direction of a committee. Of 113 schools, ninety are under the patronage of Roman Catholic clergymen, and two of a Roman Catholic laymen; three are under the management of Protestant clergymen, and eighteen of Protestant laymen. The extent of local supervision, except in a few cases, is very slight.

District 13, Enniskillen; Mr. J. Brown.—In taking a review of the teachers, as a body, I consider they have been faithful in the discharge of their duties, and to some extent improving as instructors of youth. They also seem reasonably devoted to their profession; and, so far as has come under my notice, I have not observed any disposition to abandon it, although I know several cases in which the entire income derivable from the schools affords a very inadequate maintenance for a family.

District 14, Omagh; Mr. Adair.—I. This is my first annual report in connexion with this district. I have but twice visited the schools at present under my inspection, and therefore my means of judging, from my own experience, as to whether the teachers are improving as school-keepers or otherwise are but limited. It is my opinion, however, that the old men now in charge of schools, are very much what they were years ago, if indeed they are not changed for the worse. In some cases they have been interfered with by the establishment of new schools in their neighbourhood, and have been discouraged by the withdrawal of a portion of their pupils, and by a corresponding diminution of their local emoluments. As regards the younger teachers, on whom, of course, our greatest hopes are placed, I am happy to say that they are devoting themselves laudably to the duties of their profession, notwithstanding the very great want of encouragement they experience in the way of local pecuniary support. They are, in general, regular in their attendance, correct in their school accounts, and anxious to advance their schools, as far as lies in their power. Their chief dependence is their income from the public funds, the school fees being, in very many instances, a mere trifle. Owing to the unfavourable and protracted harvest of the past year, the attendance was very low in most of the schools, and this will have an injurious effect upon the teachers in two ways; first, by a lessening of their local receipts, and, secondly, in precluding some of them from coming forward as candidates for promotion to a higher class. I may say that, without exception, the teachers seem devoted to their business as the chosen profession of their lives. I have not heard any one express himself as anxious to leave the Board's service. Only one

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teacher of this district (and he was a probationer) left the service of the Board voluntarily during the past year. I am happy to say the teachers, as a body, are well conducted and respectable; I believe no class of men in the community live more respectably on similar incomes. They are, for the most part, dressed in a becoming manner. It has very rarely happened that I have had to remonstrate with any of them on their neglect of their personal appearance. In not a few cases, however, the teachers are very poor, and as regards these, I must admit that their poverty in circumstances is reflected in their dress and appearance. Very many of the teachers are young men, who have got appointed to schools in their own neighbourhood, and they are consequently enabled to live at home, and at comparatively small expense. Comparatively few of the teachers have incomes apart from their office as schoolmasters. Nine of them have small farms with residences on them; and a few (three or four) earn a little by private tuition. On the whole, I am inclined to think the dwellings of the teachers are rather comfortable. As far as I have been able to inform myself on this point, during the short time I have been in charge of this district, I should say there are none of the teachers residing in a house wholly unsuited to his position. Twelve of the teachers have free residences attached to the schools; and these are rather above the average in comfort and accommodation. Five teachers have gardens, rent free, attached to their dwellings.

II. I am happy to say that, as regards the moral tone of the schools, there is very little to be complained of, I have had sometimes to reprove pupils for prompting one another, or for copying off one another while under examination; but any thing like immorality, in the general acceptance of the term, I have not had brought under my notice, in any instance. Good-feeling in every case seems to exist among the pupils, and due respect for the masters is also observable. In ninety-eight of the schools in this district there are pupils of different religious denominations, and I have not heard of any dispute or ill-feeling arising out of difference in religion. There is one practice which, I am sorry to say, is very prevalent, and which causes much inconvenience in the schools, and is preventive of progress to a very great extent, I mean late attendance on the part of the pupils; I very frequently find them arriving up to eleven, and sometimes even to twelve o'clock. This must be prejudicial to themselves, and highly inconvenient to the teachers. I believe, however, that the greater part of this irregularity, during the latter months of the past year, may be traced to the poverty of the lower classes, and the want of fuel in the country, generally. One may reasonably hope, therefore, that with better times will come also greater punctuality and regularity of attendance, on the part of the children, at our schools.

III. There are, virtually, no school committees in this district. The management is wholly in the hands of individuals, or of two persons conjointly. There are, in all, fifty-one managers; twenty-eight of them are laymen, and twenty-three of them clergymen. Of the laymen, fourteen are farmers, and fourteen are gentlemen of position in the country. The management is, in most cases, merely nominal. The visits of the managers to the schools are very few indeed, and even when they do take place, they are without object and without result. As regards some of the small farmers who are "managers," I should say, the teachers rather manage them. In fact, they are without influence on the teachers or in the schools. They do not even assume to themselves the ability to direct the working of the schools. In some cases, the teachers even write the official letters, the managers perhaps signing them, and perhaps not. There is one of my schools, whose teacher is the manager's son, and another, in which the workmistress is the manager's daughter. Such a state of things is to be regretted, but I suppose it is useless to protest against it now. The cases I have referred to are of long standing.

IV. In this district, the National System of Education has but little room for *extension*. It has penetrated into almost every locality capable of mustering a number of children sufficient to warrant the Commissioners in making a grant. There is, however, much room for *improvement* in most of the schools. The irregularity of the children's attendance is the great obstacle to the improvement of the schools. The poverty of the people is, at present, the great cause of the pupils' irregularity of attendance. The small farmers (and they are a numerous class in this district) are almost as badly off as the day labourers. If their children can do any thing at home, no matter how trifling, they are kept from school. The schools were, owing to this cause, in a very low state during the latter months of the year, both as regards numbers and proficiency; the children who did attend being mostly very young and little advanced. The average attendance in all the schools, for the four months, ended 31st December, is 27, which shows that in some schools the attendance must have been very low indeed. The want of local support, which I have already alluded to, may be inferred from the fact, that the total school fees received during the past year was but £280. For 101 schools, this would give an average for each school of only £2 15s. 5d., and an average for each pupil in actual attendance of 1s. 10d.; while for each of the pupils on rolls the average would be but 11d. The average amount paid to each school from the *public funds* is about £23; and the average amount paid for each pupil in average attendance during the past year, including the salaries of teachers, monitors, and workmistresses, is about 16s. The contrast is striking; and yet, at present, there is no prospect that the local support of the schools will show any great improvement during the year we have just entered upon. If

the payment of school fees is enforced by the teachers, the children are often withdrawn from their schools, for a time at least, and sent to others. The parents, too, in many instances, have come to believe that, apart from school fees altogether, they confer a favour on the teachers by sending their children to the schools at all; as they thus enable the teachers to keep up numbers sufficient to entitle them to their class salary from the Board; some even will not hesitate to tell the teachers this plainly.

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State and prospects of Education generally in Districts, as regards Schools and their Teachers.

District 15, Dungannon; Mr. O'Neill.—I. The teachers appear to be, if not markedly improving, at least willing to adopt and act upon the suggestions intended for their improvement. This remark applies to the majority, but it is hardly necessary to say that there are some whose utmost ambition is to get through their duties with as little trouble to themselves as possible, caring little about the progress of their pupils, or the general state of their schools, and only solicitous to escape well-deserved censure. I believe that candidates of a better class are coming forward to fill up the vacancies which occur from time to time in the ranks of our teachers. Many of those appointed within the last two or three years have already done much for education in their respective localities, and conduct their schools in a manner deserving of the highest commendation. No classed teacher has voluntarily left the service of the Board during the past year. I am of opinion that the teachers, as a body, are tolerably well satisfied with their present position; but there seems to be a general anxiety among them in reference to a retiring allowance, or pension, when incapacitated by old age, or bodily infirmity. There is so much diversity in their means and modes of living that it is very difficult to generalize on this head. The majority of them reside at some distance from their schools, too frequently in small uncomfortable cabins, such as those occupied by the peasantry generally. There are some exceptions, where, by the liberality of the patron, a comfortable dwelling-house, conveniently situated, is provided for the teacher—a measure than which nothing can be imagined better adapted to promote the well-being of the school.

II. I believe that the teachers exert themselves to impress, at fitting opportunities, good principles on the minds of their pupils, and that their efforts in this way have been attended with success. If, however, under "good habits," habits of personal cleanliness be included, I cannot speak so favourably. In very many cases, the "inspection as to personal cleanliness" appears to be very inefficiently carried out, if at all, and I have frequently had occasion to call the attention of teachers to glaring violations of the practical rule on this head.

III. The management of the schools in this district is, without exception, in the hands of individuals, usually clergymen. The lay managers are, generally speaking, land agents or landed proprietors. The great majority appear to take little or no interest in their schools, rarely visiting them, and exercising scarcely any personal supervision over them. How much the cause of education suffers, in consequence, may be estimated from an observation of the good effected in those exceptional cases where a different mode of procedure is adopted.

IV. So far as I can observe, the chief impediments to the extension and improvement of National Education in this district, are:—1. The difficulty of procuring well-qualified teachers. The recent extension of the monitorial system has done much to remedy this evil, and is, I believe, destined to effect still more. Much could be done by the local managers to further the efforts of the Board in this direction; if they were to exercise due discrimination in the selection of teachers, and be guided solely by a desire to obtain the best qualified candidate, irrespective of local influences. 2. The little interest manifested by the managers, as a body, in the working of the schools under their charge. I cannot suggest any feasible mode of removing this great impediment to the improvement of our schools. Four-fifths of the managers in this district, which is, I suppose, an average specimen of the whole country, are clergymen, whose time is very fully taken up with other important duties, and who have, therefore, a fair excuse for not devoting more time to the supervision of their schools. 3. The hostile feeling to the system of National Education which is entertained by a portion of the clergy, and by some of the great landowners. This hostility is obviously lessening, and, there is little doubt, will vanish altogether before many years. 4. The irregular attendance of the children. This obstacle, arising, as it does, from the circumstances of the country, appears destined to be permanent. Our efforts must be directed, not to its removal, but to the mitigation of its evils. Our general course of instruction must, if possible, be so framed in theory and carried out in practice, as to allow a child attending school for the average period only to attain a proficiency in the *essentials* of knowledge, that may be improved and extended in the leisure hours of after-life; to implant in him that taste for reading which is so effectual a preservative from the temptations which beset the uneducated labourer or artisan. There is another want in our system which requires no more than a passing allusion, as it has been already dwelt upon at length by head and district inspectors in the reports of preceding years. I refer to a manual for the use of teachers, adapted to the circumstances of the schools in this country, and containing the latest and most approved methods of school-keeping.

District 16, Armagh; Mr. S. Brown.—Notwithstanding the operation of some causes unfavourable to the education of the lower classes—such as the general depression of trade

Appendix D. and manufactures, a succession of bad harvests, and, as a consequence, the straitened circumstances of many who live by daily toil—this year has been, on the whole, a year of progress. The average attendance has increased a little; a few useful schools have been added; several school-houses have undergone extensive repairs; and improved furniture and apparatus have been provided for others. But the signs of educational progress are not confined to mere externals: the proficiency of the pupils is higher in most branches than I have been able to report it in any former year; and the removals from lower to higher classes are nearly 70 per cent. of average attendance; they would have been 80 per cent. if the attendance had not fallen off so remarkably during the last quarter. These are unmistakable proofs that the teachers, as a body, are faithfully and successfully discharging the duties of their office. There is a healthy emulation among most of them, which finds expression in increased exertions to render their schools as prosperous as, or superior to, their neighbours, and which makes them ready to adopt any suggestion that may render their teaching more effective. But I regret to say, this is not the case with all. There is a small minority who go through their round of duty like mere machines, without heart, and with little benefit to the public; and year after year finds and leaves them unimproved, and without hope of improvement. The teachers are, with scarcely any exception, well conducted, and generally respected; and as their ranks are every year more largely recruited by pupil teachers and paid monitors, who have been specially trained with the design of becoming teachers, there is every prospect that, in a few years, the teaching staff will attain a high degree of fitness for their important office, and a much higher degree of efficiency than has yet been reached. There are at present forty-one teachers in my district who were either pupil teachers or paid monitors. The moral tone of schools is generally good; and Christian principles and good morals are carefully inculcated in most. There is not much change in local management since my previous report. Forty-one day and thirteen evening schools are under lay management; and ninety-nine day and thirteen evening schools under the management of clergymen of different denominations; in some instances, nominally associated with committees composed of laymen; but committees rarely take any active part in school management. I have little reason to complain of want of interest in the schools on the part of managers. Most of them take an enlightened interest in the cause of education generally, and do as much for their schools as can be reasonably expected, or as would be desirable; for I am of opinion that managers may do as much harm by interfering too much with the working of their schools as by total neglect. There are no obstacles of a peculiar kind to the extension and improvement of National Education in this district. In fact, it has a fair field, and is every year more decidedly attesting its excellence, and winning its way in public estimation. It has already exerted a mighty influence for good, and gives promise of producing still greater results.

District 17, Downpatrick; Mr. Patterson.—I. The state of the district differs little from that reported for the year 1861, the difference being, on the whole, on the side of improvement. The teachers are advancing perceptibly, if slowly, in skill and success as school-keepers. They seem to be devoted, from choice, to their business; their conduct is exemplary; they stand well in the estimation of the people among whom they teach; their means of living are, on the whole, better than those of the class from which they spring.

II. The inculcation of a Christian spirit and of good habits is well attended to; and the moral tone of the schools is almost universally good.

III. The management of the schools is generally in the hands of individuals, forty-three being clergymen, and twenty-three laymen. There are several committees who act in the election of teachers, and the raising of funds to defray school expenses; but the superintendence is generally left to the Correspondent recognised by the Board. I find the managers most willing to carry out the views of the Board, and ready to make all material improvements in the schools which they have means to do. If they were to exercise a more vigilant superintendence over the actual working of the schools, by very frequently visiting them and taking some part in the business, the schools would be much benefited.

IV. The social circumstances of the people whose children attend the National Schools in this district—most of whom are small farmers, labourers, or weavers—are such as to prevent their keeping the children long at school, or sending them regularly during the period of their attendance. Consequently, in few of the schools can a high degree of proficiency be attained. The existence of a large number of schools not connected with the Board militates against the spread of the National System of Education.

District 18, Monaghan; Mr. Dowling.—I. My knowledge of the teachers and schools of this district being limited, owing to the fact that I have been only a few months in charge of the district, I am not in a position to compare their present with their past circumstances; but judging from the devotion of the teachers to their duties, and their anxiety to give satisfaction, I should say that they must be improving very much as school-keepers. As a body, the teachers have embraced this profession with a view of being permanently attached to it. Many are, doubtless, desirous of procuring more profitable employment, but few seem to dislike the *business* of teaching, or to wish to abandon it, unless compelled by the insufficient remuneration they at present receive. The average income of the teachers for the past year was very low—for males £28 14s. 7d., and for females £27 7s. 7d. The income of male teachers exhibits a falling off, as compared with their

incomes in the preceding year; but this arises, not from an absolute decrease, but from the very large number of probationers in the district at the close of the last year; the income of teachers of this class being, of course, lower than that of any other class. The social standing of the teachers is much better than might be anticipated from their incomes. In dress, manner, and association, they maintain a position of respectability; and their conduct in private and public has been exemplary.

II. The moral tone of the schools appears to be in general very good. Much attention is given by the teachers to the inculcation of good habits and of good feeling among the pupils; and, I believe, instances of the exhibition of a moral fault on the part of teacher or pupil are extremely rare. I observe also, that in going to school or returning home, the pupils demean themselves very well towards strangers and towards each other.

III. The management of the schools is in the hands of individuals. There is no active school committee in the district. The managers do not exercise much supervision over the teaching or other details of the school, this duty being left in the hands of the Board's inspectors. The managers appear very willing and anxious to have the regulations of the Board observed, and the suggestions made by the inspectors carried into effect. When a teacher is declared incompetent or unsuccessful, there is no hesitation in removing him, and replacing him by a more suitable person.

IV. There are no serious impediments to the improvement of education in the district. Better teachers and better school-houses are required in many localities; but a fair prospect exists of having these gradually provided. Many managers are desirous of availing themselves of the increased facilities for obtaining building grants from the Board; and each year produces a large number of well qualified candidate teachers, who have completed an apprenticeship as paid monitors or pupil teachers.

District 19, Newry; Mr. Morell.—There is no doubt that a very large proportion of the teachers are improving, both as instructors of youth, and as school-keepers. A considerable number, however, of the older teachers must be excepted, those especially who late in years entered the service of the Commissioners, more from necessity than choice—those who had no taste or training for the office. To all such, of course, teaching must, year after year, become a heavier drudgery. As regards this district, not one teacher left the service of the Board during the past year; yet this fact cannot be put forward as a satisfactory proof that the National teachers are satisfied with their position and prospects; for it is true that few of them, for various reasons, could, by a change of situation, better their condition in life. As a body, however, the National teachers are, I believe, contented with the profession they have chosen, and are not willing to leave it. I believe that throughout the National Schools generally due attention is given to the inculcation of a Christian spirit and of good habits. The social standing of the teachers is not high. It may be said to be on a level with the class of farmers from whom a large proportion of them spring. The management of the schools generally is in the hands of individuals. In a few cases committees are appointed; but, except in some emergency, they do not act. The management is most superficial. The signing of official documents, with a few incidental visits to the school, make up, in the majority of cases, the entire work of the manager. In my previous annual report, I entered at some length into this important question; for, undoubtedly, the want of effective systematic management (which is not peculiar to this district—for, from the reports of the Inspectors, with a few exceptions, it is seen to be general throughout the country) must be looked upon as one of the greatest impediments to the improvement of National Education. Another obstacle to the progress of education arises from the shortness of school life, and the irregularity of the attendance. In the spring and harvest seasons of the year, the grown-up children are kept at home to assist at out-door work; so that during these seasons of the year the schools are but in nominal operation. Holidays, Saturdays, and vacation, decrease also considerably the school-going time of the pupils. In this district, during the month of March, the proportion per cent. of average attendance to average number on the rolls fell as low as thirty-eight; while for the entire year—model and convent schools excluded—the proportion was but fifty; and further, it must not be forgotten, that in most of the National Schools the pupils are not fully assembled till half-past ten o'clock in the morning, and thus the actual school time is still further decreased. The vacation time in our schools is certainly unnecessarily long; nor is there any reason, that I can see, that Saturday should be, as it now is in nearly all the schools, a lost day. It would be desirable, as suggested in my last report, that a circular should be issued to the managers, requiring that the vacation throughout the year should not exceed a certain number of days, and that on Saturday the schools should be open at least three hours for secular instruction.

District 20, Ballina; Mr. Healy.—As a body, I believe the teachers devoted to their business, and anxious to discharge their duties fairly and in accordance with the instructions of the Board. At the same time, judging from the tenor of the observations of many in their annual reports, as well as from private conversation with them, I fear few of them feel happy in their position. The general complaint of nearly all is the almost complete absence of local encouragement—a complaint but too well founded, as two-thirds of the children on rolls are free pupils; while in thirty-six cases the teachers have to pay a heavy rent for the school-houses, and in nearly all have to keep their schools in repair and

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Appendix D. in sale stocks of books, &c. Such expense presses peculiarly hard on the teachers in this quarter, seeing that 82 of the 101 teachers in district do not rank above third class. Still, it is bare justice to observe of them, that so far as their limited means allow, they have shown a ready acquiescence in carrying out the suggestions I felt necessary to leave for the improvement of their schools, though by doing so, I have little doubt that many of them put themselves to considerable privation. Were, therefore, the most moderate local countenance and support given them, I can have no hesitation in saying, that the result would soon be apparent in the progress and general proficiency of their schools. Indeed, from my partial knowledge of this part of Connaught, and seeing the isolated, unsupported position of the teachers, the great wonder to me is, not that they are not better, but that they are really as good as they are. All of them complain to me that those in their neighbourhood who, from their wealth, position, or influence, could so materially strengthen their hands and further the good cause in which they are engaged, pass them and their schools unheeded. In none of the schools of the district, with one or two honourable exceptions, have I met a record of the visits of those who, from their position, ought to be found zealous and foremost in promoting popular education.

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As to the moral tone of the schools, I believe the teachers are discharging their duties faithfully, except that in many cases more strict attention should be paid to the observance of the 6th and 7th Practical Rules.

The management is individual, and appears to me to be generally very carelessly performed. In but very few instances have I found managers taking any active interest in the state or well-being of their schools, or exercising that friendly, vigilant supervision which is so much calculated to finally benefit both teachers and pupils.

The want of books and requisites being one great cause of the low proficiency of the pupils, and the supply of those being almost in all cases hitherto left to the teachers, I have, at nearly all my interviews with managers, taken the liberty of suggesting a course by which a proper supply of those materials might be kept up, without exposing the manager to loss or the teacher to privation. My suggestion has, I am glad to say, been acted on in some cases, and I trust before the end of the current year it will be more generally adopted. I have also drawn the attention of managers to the great advantage that would accrue by their making purchases of working materials for the females. I am very happy in being able to state, that in nearly every case where I have made the suggestion, it has, to a greater or less extent, been acted on. Undoubtedly, industrial training is much required here, as I have found from inquiries made in various and distant schools, that even plain knitting is very little known among the country females. This, no doubt, is one of the causes why so many barefooted and barelegged people are to be met in Connaught. Unquestionably, the Board, by offering facilities to have the young females taught knitting, darning, making, patchwork, &c., is conferring a boon of a specially invaluable character on the women of Connaught, and through them, on the future social and domestic comfort of the whole people.

District 21, Swineford ; Mr. Roantree.—I. In every school I have inspected, I have made it a point to examine the entire first class, and have found that, with scarcely an exception, the children were required to know the entire alphabet, and to spell the greater portion of the three sections of First Book, before they were taught to read a word. From a mere examination on other subjects, I cannot pretend to say, with any degree of confidence, how far they have been methodically taught ; but the results of my examination on the school course generally, afford ample proof of the *industry* of the great majority of the teachers, and of their *devotedness* to the main duty of their calling—the instruction of the youth committed to their care. But this, and it is no slight praise, is, I think, the best that can be said of them as instructors. The art of teaching, and that of school-keeping, are essentially different ; but yet a man's skill in the one is generally proportionate to his skill in the other. The few schools that have been organized here are, so far as I have had opportunity of observing, creditable specimens of school management ; but I am sorry to have to report, that their influence has scarcely at all extended to the schools in their respective neighbourhoods. The art of school-keeping is here, indeed, in one of its rude primitive stages—that of transition from the old hedge school practice of individual tuition to the system that characterizes the well-conducted National School. One or two classes at a time under instruction ; “preparation of lessons” at desk, to fill up the intervals of genuine work and supplement the deficiencies of organizing skill. Such is an outline of the plan pursued. Not to say that I have rarely met with a good time-table in the district, I have found the simplest elements of the mere mechanics of the schoolmaster's art—such easy matters, for instance, as the proper mode of suspending maps, of placing a tablet before a class, of arranging a draft at floor lessons—if not altogether unknown, at least unpractised by a large section of the teachers.

II. My imperfect acquaintance with the district does not enable me to give better than negative testimony as to the moral tone of the schools. I have not, in any of the schools, observed the slightest interruption of the harmony and mutual good-will that should reign in every Christian community. Neither have I had occasion to seriously find fault with, and very rarely have I found it necessary at all to take exception to, the habits of the teachers or those of their pupils.

III. Nearly all the schools are managed by individuals. There are a few cases of joint management, none of management by a committee. Twenty-four of the managers are Roman Catholic clergymen; one, a nobleman, is a clergyman of the Established Church. The rest consist of eighteen laymen, all of whom, except a few members of the middle class, are landed proprietors or their agents.

IV. As to the impediments to the extension and improvement of National Education in this district:—First, the attendance of the pupils is exceedingly irregular; the great majority of them are found in the schools only during four months of the year. Second, the literary and professional attainments of the teachers are of the humblest description. Of 122 employed in the district, seventy-eight rank as third class teachers, or as probationers; and of these last, not one, after an examination held here at the close of the year, was recommended for promotion to either of the classes above the third. In this district the first-named of these obstacles has its main root in the condition and habits of the people. So long, therefore, as these remain unaltered, the efforts of managers, teachers, and inspectors may check the evil of irregular attendance, but cannot completely eradicate it. For the improvement of the teachers, as scholars and school-keepers, every day's experience tends to convince me that the most effectual means would be a sufficient extension of their term of training. Instead of five short months, two years, as in the English and Continental training colleges, would be quite little enough to devote to the work of preparing the public instructor for his important duties. The time is not long past, when a self-taught man was looked upon as a sort of intellectual prodigy; and although at present the great bulk of the teachers are, practically, expected to be self-taught, I believe that a man really well taught by himself must continue to be an intellectual rarity. While, for some gifted minds, the power of self-education is either a natural talent or one they can easily acquire, it is for ordinary students a difficult art—the acquirement of which demands *time and teaching*. This power implies not merely the ability to select suitable books—a most important matter, but provided for in this case by the “Programme of Study” supplied to the teachers; it implies, first, the capacity to understand what is read; second, the formation of studious habits; third, knowing how to study methodically and with direct reference to the special object of study; fourth, the power to digest thoroughly, and assimilate the mental food taken in from the books. Is it to be supposed that the ordinary fourth class pupil, or senior monitor of any ordinary National School, who obtains a situation as probationer, has undergone the intellectual discipline fitted to lead him to the possession of this fourfold power? If not, how is he to train himself to the attainment of it, when all his energies of body and mind are engrossed by the daily toils of a schoolmaster? Or, is a period of a few months spent at a training institution sufficient to make a student of him?

District 22, Boyle; Mr. J. W. Rodgers.—As regards the impediments to the extension and improvement of National Education in the district, I have, on this occasion, but a word to say. The irregular attendance of the pupils, and the hostility or indifference of many of the upper classes, are attended here, as elsewhere, with very injurious effects. The means by which the former may be, in some measure, overcome, were dwelt on in my reports for the years 1860 and 1861. As for the latter, the spread of enlightened opinion may in time effect a cure. There is another evil which might be remedied at once. I refer to the large number of unsuitable school-houses; and wretched as these houses are, the teachers are left, in very many cases, unaided, to pay a rent for them, and to keep them in repair. It is not to be wondered at, under such circumstances, that the education of the young is often in inferior hands. Now that the National Schools are scattered broadcast over the country, it is surely time that such a state of things should cease. Strong remonstrances should, in my opinion, be made from time to time by the Commissioners with the managers, with all the respect due to their position, but at the same time with firmness, for the purpose of correcting the evil where it now exists; and in future no schools should be endowed unless it can be satisfactorily shown that the school-houses and furniture are really suitable, and that, in case there be rent to pay, arrangements have been made by the applicants for paying it themselves, or raising it by subscription.

District 23, Cavan; Mr. MacCreanor.—The teachers of this district are steadily improving as a body. Some of the least efficient have given place to young persons who have adopted the business of teacher as their calling. Many of the older teachers also have improved considerably both as teachers and school-keepers. The lately appointed teachers are, without exception, very modest, decent, well-disposed young persons.

District 24, Bailieboro'; Mr. Bole.—I. The teachers of this district are, as a body, doing their duty faithfully and efficiently. Placed in a position in which it is difficult to please all parties, they succeed to a wonderful extent in giving satisfaction to both parents and managers. I have myself much reason, on the whole, to be pleased with what I have seen as the result of their labours. They are certainly anxious to win the approval of the Board and its officers, and very much gratified when they have attained this object. Most of them seem happy in the discharge of their duties, and contented with their position in life. I know of none who are desirous of leaving the Board's service, or embarking in

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Appendix D. any other calling. So far as my experience reaches, there are no men in the country more thoroughly and devotedly attached to the present system of education than the teachers employed in carrying it out. They are aware of the difficulties attending the question of National Education; they also know what the state of education in the country has been, and what it is now, and their universal belief is that any change which would result in the breaking up of the present system would tend, not to the advancement of education, but to its decline, and, instead of bettering the country in any way, would go far towards sending matters back towards their original unsatisfactory position. To many of the intelligent and thinking men among the teachers the alterations proposed in the recent agitation of the National Education question have been matters of serious concern, as affecting both the teachers themselves, and the interests of the country at large. To the Commissioners they feel grateful for the liberal treatment which, as a body, they have always experienced at their hands; they feel the utmost confidence in the disposition of the Board to encourage and reward them for the faithful and efficient performance of their duties, and in the facilities afforded them at the annual examinations for rising gradually in their profession, and they are unanimous in expressing their satisfaction with the existing order of things. They also know how fully the existing system meets the circumstances and necessities of the country, and how popular it is with the people for whose benefit it was designed, and they are conscious how difficult it would be to introduce any other system which would equally meet the circumstances of the country, and enjoy to the same extent the confidence of the poorer classes of the community. Most of the highly classed teachers are nervously anxious lest any material change should take place, dreading both a reduction of their income and a less liberal mode of treatment in every way than they now experience. And many of these teachers are men whose opinion ought to have due weight. Though living in a comparatively humble and obscure sphere of life, there are among the teachers men of cultivated minds, capable of weighing intelligently any topic of public interest, and particularly one in which they themselves are immediately concerned, and on which their experience in carrying out its working, and dealing with its details, furnishes them with materials for forming a correct judgment, while both their interest and experience in the question give them a certain claim to have their opinion heard. As I have before stated, the poorer classes throughout this district are contented with the present system, which has their entire confidence. The gentry of the country and landed proprietors connected with the schools are also largely in favour of the present system, and all of the lay managers of schools, whom I have met, would deprecate any change. The landlords are desirous of having the children of their tenantry taught in the same schools, and growing up with the feelings of toleration and good-will which the National Schools are so much tending to foster and promote. Many of the clergy of the Established Church yet stand aloof from the National System of Education, though it is easy to see that their opposition is by no means so strong as it used to be, and is gradually wearing away: the Roman Catholic clergy are not so strenuous or active in their support of the schools as they formerly were, though hardly any express opposition, and many of them exhibit a warm interest in the welfare of the National Schools under their own care, and a laudable desire to have the means of education through the National Schools extended to all the poor of their parishes. I have considered it proper to set forth the views of the teachers, the gentry, and the poorer classes throughout the district, as I consider them of much importance, and as they have not hitherto been so prominently brought out as the opinions held and expressed by the clergy of different Churches and of different views on the subject. The supply of schools in this district is very satisfactory. There is not much extension of the system wanted in this respect. What is to be desired is, that the existing schools should be as much as possible improved, and that the parents in the various localities should avail themselves of the means of education placed within their reach, by sending their children to school, and seeing that they attend regularly. The schools are, without doubt, improving, and the teachers are also improving, and are most anxious to still further improve both themselves and their schools. They have the highest incentive to do so in the fact that their own promotion is made to depend on the improvement made by themselves in their attainments and qualifications, taken in connexion with, and inseparable from, the progress made by the pupils, and the satisfactory state of their schools.

II. The moral tone of the schools is all that could be desired. The teachers pay every attention to the inculcation of a Christian spirit in their pupils, and do all in their power to produce feelings of mutual good-will and friendly feeling among the children of all classes and creeds. I have never heard of a single instance of quarrelling among the pupils of a National School on religious grounds. Neither have I ever met with a single case where I had the slightest ground to suspect any disposition on the part either of managers or teachers to interfere with the religious principles of any child. The letter and the spirit of the Board's regulations on this point are both most scrupulously carried out, and teachers and managers carry out their engagements in good faith. It is hardly possible that such a thing as interference with the faith of any child could take place under the stringent rules of the Board regarding religious instruction, and the care taken to see that these rules are fully carried out. And in this country it is almost equally im-

possible that any other system could be introduced in which there would not be a probability of such cases occurring. *Appendix D.*

III. The management of the schools in this district is entirely in the hands of individuals, there being no school committees. The number of cleric and of lay managers is almost equal. They do not in general take much trouble with the management of the schools, and rarely evince much interest in their operations. In this respect the managers in this district do not appear to differ from those of most other districts, as described in the reports of the Inspectors. There are, however, a few who feel and exhibit a lively interest in all that concerns the well-being of the schools, who are gratified at hearing of their progress, and ready, where they can, to correct any abuse and remedy any defect, and with whom there is very much satisfaction in having to deal officially. The teachers are very much encouraged by finding the managers interested in what they are doing, and taking notice of their labours, and would, in general, much prefer to see them visiting the schools frequently and inquiring into what is going on. If the managers, as a body, acted in this way, it would have a very material effect upon the schools, and would render more effective the systematic and regular inspections of the Board's officers. The schools have been very much injured during the latter part of the past year, by the very unseasonable weather, the lateness of the harvest, and the difficulty experienced in the gathering in of the crops. The attendance has been so much reduced that the averages in the schools will be materially affected by it during the present year. This fact is much to be lamented, as the teachers' salaries now to such an extent depend on the attendance at their schools, and as this falling off arose from a cause quite beyond their power to control. During the early part of the year the schools were going on very successfully.

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IV. There is no impediment of a peculiar nature existing in this district to the progress and success of the National Schools. The main drawback is alluded to above; also, in the opposition of the Roman Catholic clergy, to the training of the teachers in their schools. There are, however, the same hindrances here as are to be found elsewhere in the poverty and indifference of the parents, and in the consequent carelessness of the pupils themselves. This is the main difficulty with which the teacher has to contend; it is always as an obstacle in his way, impeding his progress, diminishing his success, and constantly presenting fresh difficulties to be grappled with and surmounted. This drawback may be expected to remain so long as the poorer classes in the country continue uneducated; for, being unable to attach a proper value to education, they will be indifferent as to whether or not it is acquired by their children: it may also be expected gradually to remove as the generation being taught in the National Schools grows up, and as those who now appear, or have lately appeared, as pupils in our schools, come to fill the places now occupied by their fathers and mothers. When the difficulties, which are so well known to those conversant with the working of the schools, and so little known or thought of by others, are fairly and impartially taken into account, the wonder is, not that less has been effected in the diffusion of education than theorists and speculators may have looked for, but rather that so much has been already attained as we really find to have been accomplished. It is a great result gained that the means of education have been diffused into almost every locality in the country, and that unless where the benevolent designs of the Government have been thwarted by local opposition, every man, however poor, has the opportunity of procuring for his child such an education as will fit him to occupy a respectable position in life. As the difficulties which now exist wear away, it may be expected that higher results will be attained than have yet been reached; and while a retrospect of the past, under all circumstances, cannot but be gratifying, the prospects connected with the extension and further development of a system which has already worked so well may fairly be regarded as encouraging.

District 25, Drogheda; Mr. J. Molloy.—No return.

District 26, Westport; Mr. Barrett.—I. The prospects of education are not encouraging. The people, certainly, have a strong desire to educate their children; but the poverty of their circumstances prevents their carrying that desire into effect as fully as they otherwise would. The teachers are improving as school-keepers and instructors of youth; and owing to the institution of paid monitors, and the effect of the Central Training Establishment, Dublin, many teachers are now, in every sense, highly qualified to conduct schools efficiently; and several teachers do conduct their schools with a creditable amount of success. The teachers generally seem devoted to their business as the chosen profession of their lives, and none seem anxious to leave it. Their social position is better than that of most other persons of equal incomes; their modes of living appear to be tolerably respectable; and, as a class, their conduct is decidedly creditable; and their dwellings are, in point of comfort, above the average of those of persons of equal means in their respective localities.

II. Considerable attention is devoted to the inculcation of a Christian spirit and good morals, by means of the religious instruction and of the General Lesson; and in a large number of the schools, and especially in those in which the buildings are good, order and cleanliness are very satisfactorily maintained.

III. The local management is in all cases exercised by individuals, who include clergy-

Appendix D. men and gentlemen of the highest rank in the county. It consists in occasional visits to the schools, appointing and removing teachers, supervision over their moral conduct, and the performance of the ordinary correspondence with the Board.

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IV. The chief impediments to the extension and improvement of education are, the difficulty of raising funds to build school-houses, to purchase books, and the several circumstances which prevent the regular attendance of the children. They arise entirely from the poverty of the district; and it is only by increased pecuniary aid, either from local sources or from the State, that they can be removed.

District 27, Roscommon; Mr. Childs.—Nil.

District 28, Longford; Mr. Harkin.—No return.

District 29, Trim; Mr. Conwell.—I. From year to year I can observe a satisfactory improvement in the teachers as instructors of youth and school-keepers. There is little disposition among the teachers, as a body, to seek for employment in any other profession. They seem devoted to teaching as the chosen profession of their lives; and I have had much reason to be satisfied with the zeal and fidelity they have exhibited in the discharge of their duties.

II. As a general rule the moral tone of the schools is every thing that could be desired. The children render a cheerful obedience to the wishes of their teachers; and good habits and a Christian spirit are carefully inculcated. Strict attention is also paid by the teachers to the use of the General Lesson.

III. The management of the schools in this district is altogether in the hands of individuals, there being no school committees. There are thirty-three managers of schools altogether in this district. Of these, two are clergymen of the Established Church; and four laymen of the same Church—viz., two agents of estates, and two landed proprietors; twenty-three are Roman Catholic clergymen; and four laymen of the same Church—viz., one a well-to-do ordinary farmer, one a gentleman farmer and grazier, one a merchant and factory proprietor, and one a landowner. As a rule, they take little active interest in visiting, examining, or otherwise superintending their schools. As, unlike every other country where State aid is contributed, the schools are kept up by the grants from the Board, without any local effort being made by parties naturally interested in the welfare of each school, or living in its immediate proximity, I think it would be very desirable, for the purpose of enlisting local interest in each school, that the Legislature should approve of an "educational rate," to be raised in the same way as "county cess" or ordinary "poor rates."

District 30, Dublin, North; Mr. O'Carroll.—In whatever way we regard the results of last year, the prospects of education are cheering. The number of schools in the district, in 1861, was eighty-three; it is now eighty-six. One of those schools, the North Brunswick-street National School, was taken into connexion towards the close of 1862, and has an average attendance of above 150 boys; but, excluding it from the calculation, the average attendance for 1861, in the ordinary day schools, exclusive of Model, Work-house, Convent, and Prison Schools, was 3,695; while for 1862, it was 3,771. In those ordinary day schools, at the close of 1861, there were only 198 in the Fourth Book, or senior class; but at the close of 1862, there were 257 in Fourth Book.

The proficiency is very satisfactory in some most important branches, as compared with that for 1861; and the attendance of the pupils is steadily improving.

A decrease in the attendance in the Model Schools of 167 pupils, has been more than balanced by the increase in the attendance in the Convent Schools. The average daily attendance in the eight Model Schools, per school, was 112 for 1860, 111 for 1861, and 104 for 1862. But, in the three Convent Schools, the average daily attendance, per school, was only 337, for 1860; for 1861, it was 403, and for 1862, it was 473. So that what has been lost in one class of schools, has been more than gained in another; and with the increase in the Convent School attendance, the Commissioners have made a liberal increase in their monitorial staff, and four or five first-class monitorships have been established. A first-class school-house was, last year, erected in connexion with the George's-hill Convent. The old school-rooms gave insufficient accommodation to about 300 pupils; the new school-rooms can contain above 500, and already there are above 700 on the rolls. More monitors are required; and judging from the past, the application made for them will be granted. But while the attendance in the Convent Schools has increased, the mixed system principle has also progressed.

In 1860, Protestants and Roman Catholics were found together in seventeen of the ordinary schools; in 1861, in eighteen; and in 1862, in nineteen of the same class of schools. In 1860, only fifty Protestants were on the rolls of the ordinary day schools in this district; in 1860, there were 205; in 1862, the number was 166; but this temporary decrease was caused by the removal of the infants of the King's Inns-street, No. 2, Female National School, by the manager, to one of his schools which, though in the same house, he has not yet connected with the Board.

It occurs to me, that the Convent Schools, considering their attendance, do not receive

sufficient aid. There are twenty-five ordinary day schools in this district, attended by *Appendix D.* girls only—twenty-five, and no more of that class—

The daily average number on their rolls, for the year 1862, was	2,033	State and prospects of Education generally in District, as regards Schools and their Teachers.
The daily average attendance in them, for the same period,	1,304	
	£	
The Board's grant to their principal teachers,	648	
Board's grant to thirty-one monitresses, fourteen assistants, and six workmistresses in those twenty-five schools for the year,	538	
Board's grant to the twenty-five female ordinary schools,	1,186	
There are three Convent Schools in this district, and no more. The average on their rolls for the year 1862 was,	1,950	
The daily average attendance in them,	1,318	
	£	
Board's grant according to scale of capitation allowance,	249	
Grants to the thirty-nine monitresses and five pupil teachers employed in the Convent Schools, for 1862,	370	
	619	

So that the Convent Schools receive little more than one-half the sum granted to the ordinary schools for the education of the same number of pupils; and it should be borne in mind, that the nuns keep no part of the Board's grants for their own use. They expend it all on their schools, or for the benefit of the children; while the education they give is superior to that given in the ordinary day schools. I mention this in the hope that pupil-teacherships, on a liberal scale, may be established in the Convent Schools. They will thus be enabled to supply competent teachers for ordinary day schools. At present, when the managers want teachers, they get them from the Convent Schools. But they will get them better qualified when the schools where they are educated receive liberal aid; and those institutions will be thus brought into more intimate connexion with the Board, and through it with the Government.

In 1861, the average income of the principal teachers of the ordinary day schools was, £41 11s. 3d. for the males, and £33 12s. 1d. for the females. In 1862, it was £42 5s. 2d. for the men, and £35 3s. 10d. for the females, exclusive of value of residence, evening school emoluments, &c.

	£	s.	d.
In 1861, of payments made to teachers from all local sources, the annual average per ordinary day school was	10	18	0
The annual average per pupil in daily attendance,	0	3	10
The annual average per pupil in average on rolls was	0	2	1 $\frac{1}{2}$
In 1862, the annual average amount per school was.	11	4	2 $\frac{1}{2}$
Annual average per pupil in daily attendance,	0	3	11 $\frac{1}{4}$
Annual average per pupil in average on the rolls,	0	2	3 $\frac{1}{2}$

So that whether we consider the number of schools, or the attendance in them, or the income of the teachers, the National Schools, notwithstanding the poverty of the country, have more than kept their ground; they have increased amid a decreasing population; they have been growing rich while the country has been growing poorer. If we compare, in an educational point of view, some of the parishes, twenty years ago, with what they are now, what a change has been effected—what a number of new schools have been established! And while the schools have increased, religion has not retrograded. The numerous religious houses, churches and chapels, erected within that time, prove its progress. It is only necessary to say, look round, look at this city, where every year new religious edifices are springing up; or turn to the rural parishes of Swords, Howth, Clontarf, &c. Those parishes have not increased in wealth or population, but they are comparatively rich in schools and chapels—rich in future promise. To whatever cause it may be attributed, religion has made a wonderful progress in this country within the last twenty years; and all the morality of the poor finds its source and guard in religious feeling. It is too evident that the National Schools have not lessened that feeling, it has grown with their growth, and strengthened with their strength. Within that period the National Schools have been more than doubled in number, and caused other rival schools to arise in towns and parishes, where, previously, both secular and religious instruction were neglected; thus, causing friend and foe to contribute to the great end of their in-

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stitution—the education of the people. To them the Christian Brothers' Schools are, in a great degree, indebted for their success, and the Church Education Schools for the support which they receive from the wealthy. In the places from which the National School system has been excluded, it has compelled zeal and bigotry to do the work of education; for, if not, it will occupy the vacant space. It has spread, and is spreading north and south, offering instruction to all, interfering with the religious principles of none, adapting itself to the circumstances of the country, taking, not changing, the colour of the soil. One class of educationists regret it, because it will not permit proselytism; another, because they are intolerant of secular control. But, there is room in the land for all; those classes can support their own schools, and there will be more funds for the schools that require assistance most.

The management of the schools remains, as represented in former reports, in the hands of individuals, nearly all Roman Catholic clergymen. In that part of the city which lies within this district, the management is, in general, satisfactory. The school-houses are good, well fitted up, kept in repair, well supplied with books and requisites, and frequently visited by the managers, or by clergymen deputed by them, who, at regular times, give religious instruction. But in the rural parishes, there is a great deficiency, especially, in the fitting up of the school-houses; some of the school-rooms are neither boarded nor ceiled; some managers seldom visit them. Every year, however, brings some improvement; within the last two years, two thatched houses have been abandoned, and the pupils removed to good slated ones; and a site, a very good one, has been lately purchased at Castleknock, where the manager is preparing to erect a large school-house.

District 31, Ballinamore; Mr. Kealy.—On account of my short acquaintance with the district, I am not able to speak respecting the improvement of the teachers as instructors of youth. In most instances which came under my observation, the cleanliness of the school-rooms and of the children, particularly the female schools, was satisfactory; the male teachers of this district are, generally, more successful as instructors than the females, but do not pay as much attention to order and cleanliness; a few school-houses are of so unsuitable a character that it is very difficult to keep them clean; where the school-house is of a good description, order and cleanliness are sure to prevail. The teachers are, in general, devoted to their duties, although they are, in most cases, inadequately remunerated. As soon as a school is taken into connexion by the National Board, the people are impressed with the idea that the schools are free, and that they ought not to be expected to pay school fees; hence the teachers, frequently, have no means of subsistence, except the salary given by the Board. Two teachers resigned, during the past year; one was obliged to do so in consequence of failing eyesight, and general debility; with the motives of the other I had no opportunity of becoming acquainted. I do not know of any teachers who would willingly leave the service, except a few, whose strength is failing from age and long service. It would be a great encouragement to teachers, if pensions were paid to faithful superannuated individuals, who, when rendered by age unfit for the performance of their arduous duties, are unable to turn to any other occupation by which they can maintain themselves. The social standing of the teachers is gradually improving; the majority of the younger teachers, in appearance and manner, are far superior to the class from which they sprung. A few of them, whose salaries are supplemented by local contributions, keep their dwelling-houses in a very creditable style, but the greatest portion of them are obliged to board and lodge in very humble cabins. As far as my observation extends, a Christian spirit and good habits are inculcated in the National Schools of this district.

The management of the schools is, in all cases, in the hands of individuals; twenty-three managers are clergymen, and eight are laymen; of the eight lay managers, five are gentlemen of property, one a professional man, and two are farmers; with a few exceptions, the management is confined to occasional visits, and the appointing of teachers; as a general rule, the latter are obliged to execute all the repairs of the school-houses at their own expense.

The chief impediments to the extension and improvement of National Education in the district are—1. Irregularity of pupils' attendance, and—2. The unsuitable character of many buildings; the former defect it is, at present, hardly possible to remedy, as the services of the children are, at certain seasons, indispensable to their parents; from this cause they are too frequently removed from school at an early age; the latter has been greatly diminished by the munificence of Mr. Vere Foster, who has improved a great number of the school-houses of this district, by providing boarded floors, and by bestowing grants of school furniture and apparatus; there are still a considerable number of houses in which the accommodation is insufficient for the attendance, and which are inadequately lighted and ventilated.

District 32, Tuam; Mr. M'Sweeney.—The teachers are improving as instructors of youth, and as school-keepers; but their efficiency is not of such a character as is desirable. Of eighty-eight teachers employed in this district, thirty-six, or forty per cent.

of the entire,* hold a rank below the first division of the third class; and I am of opinion that this number, owing to a want of knowledge alone, are not competent to teach the course prescribed by the school programme, beyond the third class. The exclusion of the greater number of the young teachers from training, and especially from training in the special class, will tend to keep them in a state that will seriously impair their ability to teach with success. There is only one remedy for an evil such as this in the education of teachers, and that is, to increase the staff of organizing teachers. Much has been said about the want of a teacher's manual in the National Schools, to direct them in the art of intelligent and effective teaching, but such a manual would no more accomplish such an end than a manual on drawing would make them teachers of the art. But this is not so in the case of the organizer—he is the living, speaking teacher's manual—he is the model, competent to instruct by his example alone, in establishing a proper system of discipline, and in selecting from the text-books the knowledge which is suitable to the wants of pupils, who can barely spare time, and numbers cannot afford to do so, to learn reading, writing, and practical arithmetic, with the elements of grammar and geography. Much of the advantages which could be derived from the organization of schools has been excluded by the impression which prevails in the minds of managers, that some outlay is expected on their part to uphold, and to render effective, the system of organization, and this impression is not without some foundation; but I am of opinion that, taking into consideration the wants and the circumstances of the National System at present, that the managers should understand that the organizers would be employed to improve the system of teaching in their schools without requiring any support on their part; and that they should be directed to visit such schools as the inspectors should select, but such selection should be subject to the approval of the Board.

The mass of the teachers are devoted to their profession, as the only one which presents the child of the poor labourer, or the poor landed cottier, from whom most of them have sprung, with an opportunity of quitting the drudgery which their fathers had to endure through life; and many are quite satisfied with their lot, and grateful for the fortune which rescued them from comparative obscurity, to share in the rivalry for distinction in the ranks of the National schoolmasters. There are others amongst the body of teachers who feel that their lot and their labours, as well as good conduct, deserve higher reward, and that other institutions hold out better encouragement, and a more permanent position. While speaking on this subject, I may state, that two National teachers, who had been employed in this district, and both of whom are men of moderate literary acquirements, but of steady conduct, have obtained posts on the Poor Law Union staff—one as clerk, at a salary of £100 per annum, and the other as master, with a salary little less; and it is to be regretted that no master in this district, even with a respectable amount of literary knowledge, enjoys such a liberal salary, although his duty is to educate the independent citizen of the State, whilst theirs is to administer to the wants of the helpless pauper. Another instance of the advantages held out to teachers is the case of an assistant in the National School at Claremorris, at £15 a year, who has been appointed to a Parochial School, in England, at a salary of £50 per annum, with a prospect of progressive increase. The teachers cannot look on as indifferent spectators of facts such as I have just enumerated; and though it does not make them discontented with their lot, on the contrary, it only renders them desirous of qualifying themselves for posts in any institution which may require their services; but it cannot fail to bring to their minds the conviction that there are many more enviable situations than that of the Irish National teacher.

I believe the teachers pay due attention to the morals of their pupils whilst in the schools, and that they instruct them in those principles of propriety which make them them respect one another; but the want of a manual on moral philosophy and moral duties, to enlighten them on the subject of their duty to society, and particularly to the children placed under their instruction, cannot fail to attract the attention of any one who has watched the progress of the National System. The fact is as evident as any thing can be, that the minds of the millions receive their education from the literary works of the Commissioners, as public instructors, and in this extensive course of reading, there is not one section devoted to the subject of the mission and the duties of man as a moral and responsible being; but it may be observed that this is the peculiar province of religious instruction, and admitting such to be the case, it would form no ground for excluding from the books a course of reading such as I have just referred to.

The teachers are very careful to instruct the pupils in the principles and in the doctrinal points of their religion, and their conduct in this duty is closely watched; but notwithstanding this fact, in twenty-eight schools in this district, in which children of different denominations are found, all appear to feel that religion should constitute no ground of distinction, and the best and kindest feelings prevail.

The management of the schools is vested in all cases in individuals, who are either clergymen or gentlemen of the first respectability, with one or two exceptions. All have a great

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* Forty-five Probationers have entered the Board's service in this district during the past five years.

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The chief impediments to the spread of National Education, are, the opposition of some of the local parties at present and the want of co-operation on the part of others. It was believed by the supporters of education in this district, and they comprise clergymen of the different denominations, as well as laymen, that the arrangement made by the Board, of making grants to build houses to be vested in trustees, would place education within the reach of all, and particularly within the reach of remote and neglected localities; and this opinion appeared to be well founded, as some clergymen took immediate advantage of it, to build schools, and others were ready to follow their example; but the way to extend education was too obvious to pass unnoticed, the success of the system under the new arrangement was too plain, and on this account the means to obstruct its progress soon followed. The Roman Catholic clergymen were forbidden to enter into any contract with the Commissioners regarding the vesting of school-houses, even in trustees, and the successful progress of education is, so far, partially arrested; but an opinion prevails that such opposition cannot, in all reason, be of long duration. There are no means of getting over this difficulty just now; education must be permitted to progress slowly, but steadily, and in those localities where it has so progressed the people are grateful for the advantage it affords; and no one is found rash enough to exclude from them the only means they possessed of improving the habits and cultivating the minds of the growing generation.

District 33, Mullingar; Mr. D'Arcy.—The majority of the teachers in this district are young, and have selected the profession because it seemed to present more advantages than any other within their reach; and as they have been influenced by this motive, they are content in their condition, unless in cases where the teacher's means are inadequate to provide the common necessities of life. With the exception of a few old men, who are likely to continue in their former and present course to the end, the school-keepers are improving as instructors of youth. The social standing of teachers in this district shows no change since the date of my last annual report. As to moral character, and the performance of their duties as subjects and members of society, they are advancing in public opinion. For my own part, I regret that the meritorious teachers are impressed with the belief that it is extremely difficult to attain any advance in their classification, and that the gratuities and rewards held out by the Board are scarcely within their reach. Although the life of a National teacher is a life of mental and bodily toil, and the social importance of the functions which he discharges is of the highest value, yet the average salary of a male teacher in my district is but little more than £30 per annum. I cannot, therefore, suppress a wish that teachers who lend all their energies to the discharge of their duties, should find every facility in their endeavours to obtain promotion and any rewards that may reasonably be granted to them. This would be an inducement to young men of ability to take charge of schools, and an encouragement to teachers to work with increased earnestness. To hold forth rewards to any class of men, and afterwards to render those rewards of too difficult attainment, has an effect quite the contrary of what was originally intended; because it oftentimes produces apathy, and sometimes a sense of injustice.

In all the schools of the district much attention is given to the inculcation of a Christian spirit, and of good habits; indeed it is in this point that their chief excellence consists.

The management of the schools, with some few exceptions, is in the hands of the Roman Catholic clergy, who visit as often as their duties permit; but their attention is chiefly directed to religious instruction, regarding which they are very careful and vigilant. There are two Nuns' schools in this district; and these ladies may be said to act as managers and teachers. My experience justifies me in stating that the moral influence of religious teachers over girls exceeds all other influence, and has a powerful effect on their character; and the children who attend their schools are more refined, gentler, and more attentive to cleanliness and neatness of person than other children.

As to the causes which impede or are likely to impede National Education, I beg to observe, that there are none which affect this district more than any other district in Ireland. The objections advanced by the Roman Catholic bishops and clergy are fully understood.

District 34, Galway; Mr. Wilson.—I. That teachers may be successful instructors of youth, and efficient school-keepers, they must be thoroughly educated, and trained in the technicalities of their profession. A combination of skill and knowledge is essential in a schoolmaster. Natural aptitude for teaching may, in a few instances, supersede the necessity for training; but knowledge can only be acquired by laborious and persevering study. The extent of the latter is indicated correctly in the Commissioners' Report for 1835. After speaking of the system of instruction to be pursued in their schools, they proceed—"To teach upon this principle, it is absolutely necessary that the teacher not only be able to read, and spell, and write well, and be a good practical arithmetician, but that he be a person of general intelligence, having an extensive and accurate knowledge of

the subjects treated of in the reading lessons. He must know much more than is expressed in the lessons themselves, or he will be totally unable to explain them familiarly, to correct the mistakes into which his pupils fall, and answer the innumerable questions that will be put to him as soon as the understanding of his pupils begins to be exercised on any subject." The teachers in this district (and I would be glad it were the only one so circumstanced) fall far short of this description. Their attainments are measured by the Board's books; and even these are imperfectly known. The conclusion is evident, that they are but partially qualified for the discharge of their important duties. Nor is this attributable to a want of desire for self-improvement. They are practically denied all access to books outside those on the Board's list. Public libraries do not exist, and their poverty precludes them from purchasing. Until means be adopted for placing suitable books within their reach, the country must continue to suffer the consequences of an imperfectly educated people. Not only should teachers' minds be well stored with varied and accurate information, but they should have the skill to impart it with the greatest effect. How to teach a great deal in a short space of time, is the problem to be solved. Children leave school at an early age, and slovenly and ill-directed efforts in teaching should not be tolerated. The necessity for skilled labour in this department was recognised by the Commissioners in 1847, and was thus stated by them:—"With reference to the training of teachers, we have to observe, that the experience of each successive year strengthens our conviction of its importance. It is vain to expect that the National Schools, established in all parts of Ireland, will ever be effectively conducted, or the art of communicating knowledge materially improved, until a sufficient number of well-paid masters and mistresses can be supplied, thoroughly qualified by previous training to undertake the office of teacher, and feeling a zealous interest in promoting the great objects of their profession." My experience confirms the truth of this opinion, and leads me to the conclusion, that no teacher should be entrusted with charge of a school who has not received a suitable preparatory training. To remedy the evil as it at present exists, I would repeat the suggestions contained in my reports of former years, viz., that good and useful books should be supplied to the teachers by the Board, at reduced prices, and that a list, to be called the "Teachers' Book List," should be drawn up, embracing standard works on the English Language and Literature, History, Geography, Political Economy, Travels, Mathematics, Physical Science, School Organization and Methods of Teaching, &c., &c.; and that district libraries should be established, from which the teachers could obtain on loan books which they could not otherwise procure. There would be less occasion for these suggestions, were teachers' salaries such as to enable them to appropriate a portion of their earnings to the purchase of books in the ordinary way; but where the struggle is for existence, such an expenditure is out of the question. The Commissioners, in their reports for 1847 and 1848, expressed their determination to found school libraries. However, from some cause or other, this determination has never been carried out; but surely we might hope that teachers' libraries might be established, which would involve comparatively little expense, and would be productive of advantages more than commensurate with the outlay.

Devotion to their profession can co-exist only with contentment, and this feeling must spring from a sense of adequate remuneration. More than one-half of the teachers in this district have incomes below £25 a-year, of whom sixteen are endeavouring to exist on salaries varying from £15 to £20 per annum. Elevated above the masses by mental cultivation, and yet inferior to them in their means of supporting life, they cannot but be discontented. In the year 1835, when the means of living were cheaper than now, the Commissioners were of opinion that the minimum salary should be £30 a-year, with free apartments. How far short of this the reality falls, is painful to contemplate. Had the desire of the Commissioners, as expressed in their earlier reports, been realized, there would have been this day in Ireland, a body of teachers capable of thoroughly educating the young, and of influencing for good the entire population. That they wished and designed them to occupy positions of respectability and social importance, is evident from the following extract:—"It is only through such persons that we can hope to render the National Schools successful in improving the general condition of the people. It is not, however, merely through the schools committed to their charge that the beneficial effects of their influence would be felt. Living in friendly habits with the people; not greatly elevated above them, but so provided for as to be able to maintain a respectable station; trained to good habits; identified in interest with the State, and therefore anxious to promote a spirit of obedience to lawful authority, we are confident that they would prove a body of the utmost value and importance in promoting civilization and peace." The value of a thoroughly competent and respectable body of schoolmasters is here recognised; and the results that might fairly be expected to flow from their influence are not overestimated. Unhappily they are not always realized.

Teachers' incomes must be increased, but not by public grants. Enough has already been done by Government. It is time local parties should make an effort, even though at some inconvenience; and if unwilling, they should be compelled to take their fair share of the burden. Landlords must be benefited by the increased intelligence of their tenants, and it is only right they should contribute some portion of the cost. Managers, too, should insist on the payment by the children of school fees, which might easily be quadrupled in

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this district, nay, increased sixfold, without undue pressure. Comfortable residences for teachers should be provided rent free. Teachers, for want of suitable accommodation, have often to travel several miles daily. More security, too, should be accorded to them. The manager's powers are excessive. Without assigning any cause, and without a day's warning, he can dismiss the teacher, whose salary ceases on the instant. This should no longer be suffered. The remedy is simple, and is in the hands of the Commissioners.

II. The moral tone of some of the schools is not high, nor are good habits always zealously instilled. Even on the part of many managers, a strong tendency has been manifested to rid the schools of the General Lesson, which inculcates principles of toleration, and mutual forbearance and respect.

III. The management of the schools is entirely in the hands of individuals, and is very ineffective. No real interest seems to be taken in their prosperity. Teachers have no stimulus or encouragement. Judged by the pecuniary assistance rendered by them to their schools, managers would appear to be totally indifferent to the success of education. There are, however, a few honourable exceptions.

IV. The extension of National Education is impeded by the hostility and apathy of some landlords and clergymen. Some managers, too, in the receipt of Board's grants, are too often found agitating against the system. In proportion as local support decreases, a corresponding demand is made for the increase of local control. There are parties who seem to want schools entirely supported by the public purse, but wholly free from Government interference. They must have education subject to their own sway, or they will have none. I could record several instances within this district, where the benevolent intentions of landlords have been defeated by those who will neither themselves educate the people, nor allow others to do so.

Much can be done to improve the education in National Schools, by improving the teachers' position and qualifications. Here, if anywhere, amendment must originate. The intellectual and moral life of the school depends on the teacher. Give him a sufficient interest in his situation; stimulate him to exertion; secure him a sound preparatory training; afford him facilities for extending and deepening his information on general and professional subjects, and I have confidence an impetus will be given to education such as it has never yet received, the beneficial results of which will be felt both in and out of the school.

District 35, Loughrea; Mr. Simpson.—*Teachers*.—My connexion with this district extends but over seven months, so that I have not had time to note progress, or the reverse. The teachers are, as a body, up to their business, but the proportion who zealously discharge their duty, *to the utmost of their power*, is less than one-third. To pass inspection respectably, or to gain a step or a class, seems to be the point desired, instead of the higher ambition—the advancement of their pupils. As school-keepers, their efficiency would be much enhanced by following the Time-Table more closely, and by securing the preparation of home lessons, according to the requirements of the school programme. I regret to say that in many instances physical inability for manual labour has decided the choice of profession, and such teachers are, of course, permanent; none of the others, so far as I can learn, seek to change their employment, and, indeed, in this country, they could not better their condition by doing so. Their social standing varies from that (in rare instances) of the old "Philomath," up to that of master tradesman, or small shop-keeper; their conduct is markedly decorous and proper, and their manners and address are becoming to their station. Few of them have any means ancillary to their professional incomes, and their dwellings are, for the most part, but poor cabins, in many cases lodgings only.

Moral Tone.—The exception is where Christian spirit and good habits are not inculcated; but I regret to say that there are cases where the detestable vice of *fibbing* exists, and where want of manly candour is evinced before the pupils. In the instances referred to, some half dozen, perhaps, I have tried the effect of exhortation for the present, and shall resort to other means if necessary. With regard to "minor morals," attention to cleanliness and decency has not been universal.

Impediments.—1. The poverty of the children rendering it impossible for them to attend with regularity. I have no doubt that in many parts of this district, even the few able to come to school have not by any means a sufficiency of food or clothing. 2. The want of earnestness and energy displayed by too many teachers, and their negligence as to securing home study on the parts of the pupils. 3. *Mismanagement*.—The gentlemen received as managers forget, or seem to do, that the duty entailed would require a periodical examination of the children, as searching as, and much more frequent than, the district inspector is able to accomplish. The first cannot be overcome by any means which I can suggest. The second I have striven, and shall strive, to obviate by persuasion, and sternness when necessary. The third, I fear, must remain, as the managers are an irresponsible body, and, unless where taste, or charity for the poor children induces them, they cannot be acted on.

District 36, Parsonstown; Mr. M. Fitzgerald.—I. *The Teachers*.—Regarded as a body, there is, no doubt, a steady improvement in the teachers of the district, both as instructors of youth and school-keepers; arising, partly from increased diligence and attention,

partly from the gradual introduction of better informed and better trained individuals among them; but this improvement is neither so extensive nor so rapid as we might justly expect, now that the National System of education has been established for an entire generation. Those teachers who have been long in the service may be regarded as fixed and settled in their method of instruction and school management, whether it be good or bad; and from such as unfortunately have, from original inefficiency, carelessness, or obstinacy, acquired a defective method, no improvement can now be expected. Such teachers, who, I am happy to say, form but a small minority, are really a hindrance to the spread of improved education. Their length of service gives them a claim to forbearance, which it is difficult to disregard; the very fact that they have been so long tolerated, renders it apparently unjust to say that they are now incompetent; and thus they drag on from inspection to inspection, always censured, frequently threatened with dismissal; occasionally effecting some improvement in their schools, but generally relapsing into their former inefficiency. What renders it the more difficult to deal with this class of teachers is, that they are often persons of a good deal of information, especially in the branches least required in their schools, not unfrequently in the second, or even in the first class, but who, from having adopted teaching as a means of earning a livelihood when other means had failed, brought to the task no special training, and generally but little taste or aptitude for their business. While teachers were hard to be got, and when the qualifications essential to success in the office were not so well understood as at present, such men were easily admitted to the Board's service. They were generally teachers of private, often of hedge schools, and, in many instances, surveyors thrown out of employment by the extension of the Ordnance Survey, and the publication of the townland maps; and in all cases, at a time of life when it was difficult, if not impossible, for them to acquire the improved methods of teaching, which, perhaps, they secretly despised. Doubtless, in the course of nature, such men will gradually disappear; but the interests of the children, who are growing up in comparative ignorance under them at present, seem to demand that they should be more speedily got rid of; and I have no hesitation in saying, that it would be a wise economy to apply a portion of the funds at the disposal of the Commissioners to pensioning off, or buying out such teachers as, having been a long time in the Board's service, are proved to be inefficient, and whose improvement is hopeless. As I have before said, they are but few; and would, probably, be glad, for a moderate gratuity, to abandon a pursuit for which they are unfitted, and to which they cling solely for the salary which it brings them. It is, perhaps, needless to say, that these remarks apply to inefficient teachers. There are several teachers of long standing in the Board's service, to whom increase of years has brought increase of knowledge and usefulness, who discharge their duties with unabated zeal, with credit to themselves and advantage to the pupils placed under their care, and whose places, when at last they become vacant, it will not be easy to fill. In the case of the younger teachers, I have to complain that the great majority of them do not attend as sedulously as they ought to self-improvement in knowledge, and skill as teachers. Even when looking for promotion, their preparation is rather fitful than constant, and solely directed to the immediate subjects required for the examination. Very few of them seek, by regular study, to acquire a thorough acquaintance with the subjects they have to teach, and the best methods of teaching them. I know that they have great difficulties to contend with under this head, the chief of which may be set down as want of guidance, and want of books. The former difficulty ought not to exist in the case of teachers who have been trained; and I have heard more than one teacher acknowledge, as among the greatest advantages of the training course, the direction thereby given to his studies; but for the latter there is, at present, absolutely no remedy. The formation of teachers' libraries has frequently been suggested, and I can only suppose that so obvious and so useful a step would have been taken ere now, but for some fancied difficulty in the details of management. Perhaps a commencement, or rather an experiment might be made by supplying each inspector with some standard works on education, to be lent by him to such teachers in his district as he would judge likely to profit by their perusal. Twenty or thirty volumes in each district would suffice for a beginning; and one volume, or even less, for each school would last for several years, by being periodically changed. The teachers could be required to make abstracts of the books lent them—in itself a most useful exercise—which the inspector could examine when visiting their schools; and the due preservation of the books could be enforced, either by a small fine for neglect, or by withholding them for the future. I offer this suggestion as a simple and comparatively inexpensive means of effecting a great good; and I am sure the inspectors, as a body, would cheerfully undertake the trouble which such a plan would entail upon them. The minor details of management might be made extremely simple; but it is not within the scope of this report to enter into them.

The majority of the teachers are devoted to their profession, and apparently intend to make it the chosen business of their lives. I do not mean that they would remain teachers if a more lucrative employment offered, but that they have selected teaching as affording as good a prospect as any other business open to them, and that they will probably continue to be teachers all their lives. This view is corroborated by the fact that

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Appendix D. more than half the male teachers, and two-thirds of the females, now in the district, have been over five years in the Board's service.

State and prospects of Education generally in District, as regards Schools and their Teachers. Great as has been the increase in the teachers' incomes within the last twenty years, I am compelled to say that they are still under-paid; or rather that the salaries now available are not sufficient to induce men of superior abilities and information to enter the service. The average income of the male teachers in the district, from their schools, during the past year, was £33 12s. 3½d.; that of the females, £24 14s. 5¾d. These sums represent, in most cases, the *total* incomes of the principal teachers, male and female, respectively; the assistant teachers, whose average incomes are still lower, are not included in this computation. Now, this gives barely a fraction over 12s. 11d. per week to the male teachers, and over 9s. 6d. per week to the females; small sums out of which to pay for board and lodging, and to make a respectable appearance in public. Compare the average weekly *salary* of a male teacher in this district with the weekly *wages* of an ordinary mechanic—it is little more than half the amount! Surely we ought not to wonder, if our best teachers so often leave us: and if the majority of those who remain are in the lowest grade of the service. Yet must I again repeat what I have so often said in my annual reports, that the teachers, as a body, are as respectable in their position, and as correct in their conduct as any other large body of men and women in the country.

A serious defect in the system of National Education in Ireland is, that local effort is not sufficiently insisted on. It is not my present purpose to enter into this question; but in the following tables the proportion paid by the State is contrasted with that locally contributed, to show at how little cost to themselves the humble classes in this country are educated.

TABLE I.—Showing the proportions in which the average Income of the Teachers is made up from each source, of Board's Grant, Local Endowment, and School Fees, in Seventy-seven Ordinary Schools.

	Board's Grant.			Local Endowments.			School Fees.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Males,	25	6	9	3	11	9½	4	13	9¾	33	12	4½
Females,	21	14	9¾	0	4	0	2	15	8½	24	14	5¾
Males and Females taken together, .	24	3	4½	2	9	9½	4	1	4½	30	14	6½

TABLE II.—Showing the proportions in which the average Annual Cost of each pupil's education is made up from the different sources, of Board's Grant, Local Endowment, and School Fees, in Seventy-seven Ordinary Schools.

	Board's Grant.		Local Endowments.		School Fees.		Total.	
	s.	d.	s.	d.	s.	d.	s.	d.
Average cost per pupil on rolls,	6	8½	0	8¾	1	1½	8	5¾
Average cost per pupil in daily attendance, .	13	5½	1	4¾	2	3½	17	1½

These tables are based on returns from seventy-seven ordinary schools. District Model, Convent, and Poor Law Union Schools are excluded.

In table II., the incomes of the principal teachers only are taken into account. Were the sums paid to assistants, workmistresses, and monitors, which come exclusively from the Board, included, the disproportion between State and local aid would be more striking.

II. *Moral Tone of Schools.*—The schools continue satisfactory in this respect. Habits of order, neatness, and regularity, are enforced on the pupils in the greater number. Good conduct and propriety of demeanour are the characteristics of the children, so far as they come under my own observation; and the absence of sectarian animosity is strikingly illustrated by the fact that, although the attendance in two-thirds of the schools is composed of children of different religious denominations, not a single complaint of dispute or quarrel connected with matters of religion has reached me during the year.

III. *Management.*—Under this head I have nothing new to report. The management of the schools is exclusively vested in individuals, the great majority of whom consider that they sufficiently discharge the duties they have undertaken, if they attend to the official correspondence, and pay an occasional visit to the schools.

IV. *Impediments.*—There is no special impediment to the spread of National Education in this district; as is shown by the increase of schools during the past year. Neither is there any obstacle to its improvement beyond the insufficiency of the teachers' salaries to attract men of a superior stamp, and the apathy on matters connected with primary education which pervades all, except those immediately connected with its administration.

The controversy on the education question, so much intensified of late, has not yet affected the schools in this district, except the few whose teachers have been debarred from the benefit of training. The feeling of the public, especially of those who know the working of the system, is unmistakably in favour of mixed education; and there is no hindrance here to the full development of the wise and liberal plan, by which so much good has already been effected, that may not be removed by firmness, impartiality, and patience.

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District 37, Maynooth; Mr. MacSheehy.—The past year has not been signalized by any important change, or other special circumstance of a local character. In my inspections, I have, happily, been able to note progress of greater or less extent in almost every phase of the system. This onward movement the schools have maintained, in spite of most inclement seasons, and of disturbing influences of another kind, the moral effects of which might have been expected to prove a serious discouragement.

District 38, Dublin, South; Mr. MacDermott.—I have nothing further to add on these subjects to what I have already stated in my annual report for 1861, and to which I beg leave to refer.

District 39, Tullow; Mr. Mitchell.—As my official connexion with the schools of this district dates from so late a period as the 1st of May, 1862, and as I have had but one year's experience altogether as a school-inspector, I am unable to advance opinions on the several points under this section.

In nine cases out of ten the local managers are the parish priests of the neighbourhood, or their curates. Several of these gentlemen visit, almost weekly, the schools in their charge; and some of them examine one or more of the classes minutely on the occasion of each visit.

District 40, Wicklow; Mr. Mahony.—I. *The Teachers.*—Every year which brings me to know the teachers of this district better, tends more and more to confirm the favourable opinion which I have expressed of them in former years. 1. As instructors they are improving, with rare exceptions. Of eighty-five principal teachers in ordinary schools, at least fifty are certainly faithful to their trust. Of these, again, while some eighteen or twenty give instruction of a higher kind, there are thirty others inferior in ability, or not so favourably placed, whose exertions are no less meritorious, because they spare no effort to do the best they can. The indolent, unscrupulous, and unfaithful, are comparatively few. Those to be tolerated least of all—of high classification, and higher pretensions, but of little value—are disappearing. Some have taken themselves elsewhere; and some others, yielding to the fear of justice overtaking them, have begun to bestir themselves. The worst class which burdens the district are a few, of whom there is scarce a hope, who not only do little, but have not the power, and sometimes not the will, to do more; who are tolerated because the entire absence of local aid leaves no better to be had; and in whose case the only choice is between a bad teacher and none at all. The twenty-five assistants are nearly all diligent; and some ten or twelve of them—male and female, in equal proportion—of superior merit. Amongst all the younger teachers the assistants are likely to hold the best place in time to come. There has been an earnest co-operation between the principal and assistant teachers; except that frivolous and absurd contentions have injured two schools within the year. 2. The habits and conduct of the teachers, with some very few exceptions, which the managers have dealt with, continue unimpeachable; and their personal demeanour is so little to be blamed, that in all my intercourse with them, I have scarcely ever yet met with anything to be complained of, except defective teaching. This year suggests little in addition to what I have observed last year regarding their financial circumstances. The average income of male teachers is £1 9s. 5d. more, and that of female teachers 2s. 2d. less, this year than it was last year. The only point worth noticing, in relation to this, is that the Commissioners have contributed more, and the public less. Last year the Commissioners were paying, in ordinary salaries alone, apart from all supplemental grants, at the rate of £2,106 a-year; this year they are paying at the rate of £2,379. Last year the school fees were £540; this year they are £484 5s. 3d., or upwards of £55 less. For no reason, except that the regulated school fees are not paid by those who could afford them, and have covenanted to give them, each principal teacher in this district is, on an average, £12 a-year the poorer. The teachers are thus deprived of 35 per cent. of their income by accepting a compromise of nine shillings in the pound which was promised to be paid them. One description of school payments claims especial notice. The several sums stated in the Appendix to the Commissioners' Twenty-seventh Report, as having been paid to convent schools in this district, in the year 1860, were publicly complained of as partial and excessive. As the misapprehension which sometimes exists about the amount of aid given to convent schools has been specially expressed in relation to those in my immediate charge, I feel called upon to correct it by a few plain statements of fact. I submit a tabular view of the convent schools and of all other female schools in the district, under teachers of every class; the numbers taught in them this year; and the amount of aid contributed by the Commissioners, in every way, for such teaching.

TABULAR VIEW of Convent and all other Female Schools in District 40—exhibiting a comparison between such Convent Schools and the other Female Schools, as to attendance and amount paid, for the year 1862.

Description of School and Class of Teacher.	Total No. of such Schools in District.	Averages.		Paid by the Commissioners.				Paid for each Pupil on average on Rolls.	Paid for each in daily average attendance.
		On Rolls for Year.	Attendance for Year.	Regulated Salaries.	Monitresses.	Premiums and Gratuities.	Total Payments.		
				£ s.	£ s. d.	£ s.	£ s. d.	s. d.	s. d.
Convent Schools, .	7	1,989	1,203	244 11	171 8 4	21 10	437 9 7	4 5½	7 3½
Ordinary Schools—									
Teacher, 1st Class,	4	521	293	220 0	30 0 0	24 10	274 10 0	10 6½	18 8¾
" 2nd "	7	653	348	229 0	17 0 0	2 0	248 0 0	7 7	14 7½
" 3rd "	10	645	336	208 0	—	—	208 0 0	6 5½	12 4½
" Probationers,	4	288	146	56 0	—	—	56 0 0	3 10¾	7 8
Totals, .	25	2,107	1,123	713 0	47 0 0	26 10	786 10 0	7 5½	14 0

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Reckoning all payments, ordinary and special, convent schools and those under probationers have been paid nearly the same amount for each pupil on rolls; and schools under probationers got a small per-centage more than convent schools for each in daily average attendance. Those under third class teachers got 42 per cent. more than convent schools for each on rolls, and 70 per cent. more for each in daily average attendance; those under second class teachers 78 per cent. more for each on rolls, and nearly twice as much for each in daily average attendance; and those under first class teachers considerably more than twice as much for each on rolls, and little less than three times as much for each in daily average attendance. Comparing all payments to convent schools and to all other female schools under teachers of every grade, the former received 76 per cent. less for each on rolls, and 93 per cent. less for each in daily average attendance. That is to say, the ordinary female schools, on an average, have been paid nearly twice as much as the convent schools, in proportion to the numbers taught. Even of the payments made to convent schools, considerably more than one-third did not reach the conventual funds, but was paid to monitresses, who are all externs; many of them undergoing a training as the future teachers of ordinary schools; and from whose salaries the convents derive no gain whatever. The fixed and settled payments made directly to convent schools, and to teachers in ordinary schools, are even more disproportionate, when contrasted in relation to the numbers taught. Excluding payments to monitresses, and gratuities, which are fluctuating, given for special services, and reaching every description of school without distinction, and reckoning "regulated salaries" alone—(1) capitation allowances to conductors of convent schools; and (2) salaries to teachers of ordinary schools, according to their class—the Commissioners have paid this year:—

	£ s. d.		£ s. d.		£ s. d.
To Convent Schools, . . .	12 5 9½	For every 100 average on rolls,	20 6 6	For every 100 in daily average attendance.	
" Ordinary " . . .	33 12 0½		63 9 9¾		
" " Teachers, 1st Class, . . .	42 4 6½		75 1 8¾		
" " " 2nd " . . .	35 1 2½		65 16 1½		
" " " 3rd " . . .	32 4 11½		61 18 1		
" " " Probationers, . . .	19 8 10½		38 7 1¼		

Thus, on a general estimate of the work done—assuming the teaching in all female schools, convent and ordinary, to be just the same—probationers have been paid nearly twice, third class teachers three times, second class teachers considerably more than three times, first class teachers nearly four times, and teachers of every grade, on an average, nearly three times the amount that has been given to conductors of convent schools for the same amount of educational service. Besides effecting so large a saving of the public funds, convent schools also relieve the humbler classes from a considerable portion of the school fees which those who can afford them should contribute. This year the fees paid in the ordinary schools of the district averaged 1s. 4½d. for each pupil on the rolls, and 2s. 9d. for each in daily attendance; and in convent schools 6½d. for each on rolls, and 11½d. for each in attendance. In an educational point of view, I look upon this as an injudicious exercise of benevolence; because in all schools strictness in enforcing the regulated fees is a means of having children kept more constantly at school; and although they are more

regular in convent schools than in any others—the average attendance in such schools this year being 60·6 per cent. of the average on rolls, and in all others only 51 per cent.—they would be still more regular if exemption from payment were less freely given; for in the only convent school in this district whose fees are punctually paid, the attendance is 81·4 per cent. of the average on rolls. But such liberality in the matter of school fees bears upon the question in this way: that when the schools of one class, at least not inferior, get from the public funds only one-third, and little above one-third from the parents of children taught, in proportion to what schools of another class are paid, it is scarcely fair to complain of them on economic grounds, and scarcely generous to grudge them what they get, even if it were not given away—as it often is, and sometimes more along with it—in food, and clothes, and books for the children of the poor.

II. *Moral Tone of Schools.*—I have pointed out more than once how thoroughly effective is the moral training throughout all the schools with which I have to deal; because religion always forms a substantial part of the teaching in every one of them. The education in each and all of them is, in fact, essentially a religious education. In religious influences pervading their teaching, and in the practical results of such influences, they continue unsurpassed. Their subordinate agency in inducing and promoting habits and dispositions such as are wanted most amongst the mass of our people, is no less effective. On this point one of the most enlightened of the mercantile community in Dublin has recently observed, with reference to schools established in this district, in connexion with one of those successful enterprises which are advancing the industrial progress of the country, that “when he visited the schools, he felt that the head and heart of that man were to be pitied, who, seeing the neatness, order, and regularity to which the children had been trained, their intelligence, and their anxious desire to learn, could leave those schools without the deep impression on his mind, that in those institutions a great work of true benevolence and patriotism was being carried on, and that there was laid the seed which would, some time or other, flourish, in the improved condition of the people, and the increased prosperity of the country.” (Statement of Francis Codd, Esq., Chairman at the Half-yearly Meeting of the Mining Company of Ireland, January 1st, 1863.) To this I shall only add, that what so sagacious an observer, far above the suspicion of partialities of any kind, has noticed in the schools under his immediate observation, is to be seen no less plainly in many others through the district. And I have heard persons of distinction, who had ample means of observation, even more emphatically commend the ascertained results of the order and discipline in our schools. In the outward aspect of public education in this country, nothing is more manifest than that the demeanour of National School children, in school and elsewhere, can fully afford to bear a comparison with what is to be seen amongst those in schools of higher pretension.

III. *Management.*—Management continues substantially the same as I described it last year. The only actual changes are—(1) a clerical successor permanently replacing one manager; (2) one holding temporary charge in the room of another; and (3) a superioress becoming manager of a convent school instead of the parish priest. These are, all of them, changes for the better. The several endowments granted, and the contributions supplied or raised, by managers, continue exactly as I have already stated. Visits of managers to their schools have been more frequent this year than in any former one, at least for some time past. One of these remarkable instances—unhappily too rare—of what earnest management may effect has arisen, within the latter part of the year, in a new school at Roundwood, which the constant personal superintendence of the Rev. Mr. White has raised to a degree of efficiency almost marvellous for the short time that it has been in operation.

IV. *Increase of the Means of Education.*—Amid all that has been asserted and foretold about the decay of National Education in these days, it is specially encouraging to examine its gradual, rapid, and steady growth, which is to be traced conspicuously throughout this district—(1) in the efforts formerly made, unaided by the State, to establish and uphold schools on the distinctive principle of National Education, and the scanty resources of those schools, and the small attendance in them, compared with the National Schools of the present day; and (2) in the more recent and remarkable extension of the present system, in the number of schools, the means of their support, and the attendance in them. 1. So late as thirty-eight years ago, the only schools in this district which gave an education partly gratuitous and partly to be paid for, free from proselytism, and therefore resembling the present National Schools, were of two classes. The more numerous were “Roman Catholic schools, founded wholly or in part by subscriptions.” (Second Report of Commissioners of Irish Education Inquiry, 1826. Appendix No. XI., 96-135.) Of such there were twenty-eight, besides one Convent School. The number of pupils in them, their means of support, and all other particulars, were certified both by the Established Church and Roman Catholic clergymen in the several parishes; and each declared on oath, “that he had inquired with due and reasonable diligence into the matters contained in the return; and that the statement therein made, as to each head respectively, was the truth, according to the best judgment that he had been able to form upon the subject.” (Report, page 1.) The numbers given by each clergyman apart are often exactly the same, and often nearly so. Reckoning

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Appendix D. these, and, where any material discrepancy happens, taking a mean between both returns, the aggregate number receiving instruction in those schools was 1,664. The "total annual income of master or mistress arising in all ways from the school," amounted altogether to £376 18s., giving an average yearly income of £9 13s. to each teacher. (Appendix, No. XI., 100, 110-15.) The highest income of any teacher was £42, of which £20 was subscribed by a committee, "for the purpose of educating the poor children of the labouring class." (Ibid, 113.) Where the payment was derived chiefly from parochial collections or charity sermons, the largest contribution in any case was £7 10s. (Ibid), and the average in all such cases £3. (Ibid, 110-15.) The sums "collected by subscription" yearly were, in two instances, only £1 10s. each (Ibid, 111, 113); and in one instance only 3s. 4d. (Ibid, 115.) In one large union of parishes eight schools were aided by a local society. (Ibid, 113-15.) Of the school-houses, nine are described as "built with mud, and thatched" (Ibid, 111-15); and two, "stone and mud, and thatched." (Ibid, 115.) There are also "an ordinary cabin" (Ibid, 111); "a mud cabin, thatched" (Ibid, 115); "a miserable mud cabin" (Ibid); "a wretched house" (Ibid, 111); "a wretched hovel, mud walls and thatched" (Ibid, 113); one school "held in a barn" (Ibid); and another "in a barn without a window" (Ibid). Except in the case of one school "held in the Roman Catholic chapel (Ibid, 115), only three school-houses appear to be of tolerably decent construction (Ibid, 111-15). Schools of this class were not only in theory, but often in fact, schools of United Education. Of the twenty-eight ordinary schools, though Roman Catholic in name, under the superintendence and control of Roman Catholic clergymen or Roman Catholic parochial committees, sometimes held in Roman Catholic chapels, and generally aided, if not supported, by collections made in them, or connected with the services in them, nineteen, or more than two-thirds, had united attendances of Protestants and Roman Catholics, with an average of more than seven Protestants in each. (Ibid, 100, 111-15.) The only other gratuitous or partly gratuitous schools in the district, were—six connected with the Association for Discountenancing Vice (Appendix, No. XXII, 597, 817, 837, 839, 843, 851); nine under the Society for Promoting the Education of the Poor of Ireland, better known as the Kildare-place Society (Ibid, 837, 839, 841, 842, 845, 847, 849); three under the Association for Discountenancing Vice, and the Kildare-place Society, jointly (Ibid, 597, 599, 821); three under the Board of Erasmus Smith's Trustees (Ibid, 845, 849, 851); one Royal School (Ibid, 845); one Incorporated Society's (Ibid, 837); three Church Parochial Schools unconnected with any society (Ibid, 819, 821); twelve supported wholly or in part by the private bounty of landed proprietors or persons of rank (Ibid, 837); and three taught gratuitously by benevolent ladies (Ibid, 599, 818). The schools connected with the several societies were, in fact, Church Parochial Schools, and still continue as such, or in connexion with the Church Education Society. Those supported by the bounty of individuals are also kept up as Church Education Schools, with three or four exceptions. But as certain religious instruction was coercive in all of those which were connected with the several societies, and in most of those supported by private liberality, and as they are still kept up on that distinctive principle, and as kindred schools have largely increased, they cannot all be reckoned amongst the genuine precursors of National Schools. The only schools to be accepted as such—though it is not quite clear whether they also were exempt from compulsory religious teaching—are four of the schools endowed by individual bounty, in which there was a united attendance of Protestants and Roman Catholics, and which are not now of an exclusive type; and three which were taught gratuitously by benevolent ladies. The total number of pupils in these seven schools was 149; and the aggregate amount paid to teachers in them £61 a-year. Therefore, the only schools in this district which afforded the means of education to those whom National Schools are teaching at the present day, were altogether, at most, thirty-six; number under instruction, 1,813; teachers properly so called, thirty-three; average receipts of each from all sources, £13. The children to be taught were more numerous than they are now. (1.) The population of Ireland, in 1821, was 6,801,827; and that in 1831 was 7,767,401. The mean number between both, 7,284,614, may be fairly accepted as the population of 1824-5, when these returns were made to the Commissioners of Education Inquiry; and this is 26 per cent in excess of 5,764,543, the population of 1861. Hence it is to be presumed that for every six school-going children in 1862, there were eight in 1824. (2.) Throughout the district, and especially where the population is most densely gathered, the demand for labour, and the price of it, have grown immeasurably greater; and new employments, in which even children can bear a part, which were unknown then, have arisen since, and are increasing daily. Between the larger numbers formerly, and the more recent inducements to keep children away from school, it may be assumed that twice as many would be sent, if there were schools to which they could be sent for instruction in 1824 as were sent in 1862; yet, for every child taught in the precursors of the National Schools of this district in 1824, the National Schools in 1862 have been teaching seven; for every school in 1824, there are three in 1862; for every teacher in 1824, nearly four in 1862; and the income of each teacher in 1824 was only one-third of what it is in 1862. For every £1 paid for public instruction in 1824, nearly £9 have been paid in 1862; and of every such £9, at least £7 12s. 6d. is the bounty of the State. No formal evidence can be had to show how far the quality of the education in 1862, compared with that in

1824. is directly proportioned to the larger amount of it, or to the higher price paid for it; but if its relative worth at each of these periods may be estimated by the numbers which National Schools have been sending out, of late, to employments in connexion with enterprises formerly unknown, and requiring much educated intelligence, its marked superiority in the more recent time is also beyond question. 2. Progress is still more distinctly to be traced from the small beginnings and slow growth of the present system of National Education here in its earlier days, compared with the magnitude which it has reached already. In the first detailed returns published (1835) of "Schools to which the Commissioners of National Education in Ireland have granted aid" (Appendix No. 1, to Second Annual Report, for year ending 31st March, 1835), the National Schools in this district were fifteen; number on rolls—males, 1,357; females, 803; total, 2,160; teachers—male, 11; female, 7; total, 18. Aid granted by the Commissioners towards teachers' salaries, £174 (Ibid. 30-2, 40). Twenty-eight years later (1862), the schools, the pupils, and the teachers have risen to be six times as many; the grants in ordinary salaries fourteen times as much; and the sum total of salaries to teachers and monitors, capitation allowances to convent schools, and sundry gratuities, amount to over sixteen times as much. In the following year (1836), the number of schools was twenty; on rolls—males, 1,285; females, 1,001; total, 2,286; teachers—male, 12; female, 8; total, 20 (Appendix No. 4, to Third Annual Report, for year ending 31st March, 1836, 32-5, 42-5). Aid granted towards teachers' salaries not stated; but it could not have been more than £192. In the year next ensuing (1837), the number of schools was also twenty; average on rolls—males, 1,384; females, 1,046; total, 2,430; teachers—male, 14; female, 8; total, 22 (Appendix to Fourth Annual Report, for year ending 31st March, 1837). Aid granted towards teachers' salaries not stated, but it could not have been more than £204. A like progress may be traced, year after year, to the present time, each year surpassing the previous one in the numbers taught, the teaching power, and the grants awarded. Without pursuing a lengthened detail, but starting at once from that critical period (1837), when the existing system of National Education had been established fully six years and upwards, when it had become a settled institution, known and accepted everywhere, and comparing what it was in this district then with what it is here now, its growth and progress within that brief interval is suggestive of anything but weakness or decay. 1. This year, in this district, there are five teachers to every teacher, nearly five schools to every school, and five pupils to every pupil that there were in it twenty-five years ago. 2. This year the Commissioners have paid £14 for every £1 that they paid here twenty-five years ago. 3. This year they have been paying (£218) to monitors alone in the district, nearly seven per cent. more than they paid between all the teachers in it twenty-five years ago. 4. This year they have been paying (£212) within the walls of a single school-house, at Arklow, four per cent. more than they paid through all the schools in the district twenty-five years ago. 5. This year also they have been paying (£229 10s.) through the hands of an individual manager, the Rev. Richard Galvin, of Rathdrum, for schools under his management, in his parish alone, although there are other National Schools in it of which he is not the manager, ten per cent. more than they paid through all the managers of all the schools in the district twenty-five years ago. If the value received does not exactly correspond with the price paid in the later period of time, the agents in defraying the chief cost are clearly not to blame. Where enlightenment has failed to penetrate to an extent proportioned to the means employed in spreading it, the defect is to be traced to other influences; and, as a general rule, the fault and the fault-finder are inversely to each other.

V. *Impediments*.—In the case of this district specially National Education, as such, has to encounter no peculiar impediments which the Commissioners can remove or lessen. Here, as elsewhere, its only real obstacles are—(1) parental indifference; (2) want of practical local co-operation; (3) default of payment by those who can afford to pay; and (4) demand for the occupation of children in various employments which they can fill, or domestic exigencies which they must supply. And this is the most serious obstacle of any. Of the children on the rolls, in the ordinary schools of the district, at the close of this year, considerably more than one-half are under ten years of age. There are twice as many of seven years, of eight years, of nine years, and of every age from nine years to twelve, as there are of twelve years or of thirteen; and three times as many of every age from seven years to eleven inclusive, as there are of thirteen or of fourteen. There are 1,046 between seven and eight; 1,140 between eight and nine; 1,133 between ten and eleven; only 627 between thirteen and fourteen; and only 343 between fourteen and fifteen. Assuming the number of children of the several ages from five years to fourteen to be the same, or nearly so—the same number of five years as of six, of six years as of seven, of seven years as of eight, and so on, there being no reason to assume a preponderance at any one age more than at any other—if the attendance of those of five years, six years, and seven years, and those of twelve years, thirteen years, and fourteen years, were equal to those of each year from seven years to twelve, the numbers under National Education through the district would be thirty-five per cent. more than they are. In plainer terms, if the younger children were sent to school at a proper age, and the more grown were not withdrawn too soon, there would be ten National school-going children for every eight at present. Add to these the numbers who never go to any school, and there would be twelve for every eight, or three

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Appendix D. hundred for every two hundred. Here, then, is the real impediment to National Education. The others which appear most prominent, and are commonly considered the most obstructive, because the display of them is noisy, are in this district practically insignificant, and yielding rapidly to the influence of time. Hostility to freedom of religious instruction, or preference of an exclusive system, has practically the effect of causing only a small subtraction from the number of those who would be taught, under any possible combination of circumstances, in the National Schools of the district; because the numbers in the several other public schools, entirely or in part gratuitous, within it, put together, amount to only an insignificant fraction compared with those whom the National Schools are teaching. I. Although the schools of the Church Education Society happen to be twice as numerous in this district, relatively, as they are through the country at large, being fully one-thirty-fifth of the entire number in Ireland, the twenty-second and last published report of the society, for 1861, returns in its forty-four schools in this district, which comprises a portion of the diocese of Ferns, the whole of Glandelagh, and part of Dublin, a total number of 1,858 on rolls, and 924 in average attendance. (List of schools in connexion with the several diocesan associations, pp. 87-9.) The latter number, at least, can be scarcely under the mark; for not only have the attendances, in some cases, been described as fully equal to the numbers on the rolls,* but in one instance, at least, the recorded attendance has the strange peculiarity of largely exceeding the number on the rolls.† II. There are two Christian Brothers' Schools, of the attendance in which no record is to be had; but assuming them to be equally well attended as the convent schools close beside them, which is scarcely probable, because (1) the school attendance of girls largely exceeds that of boys in the same parts of the country where there are separate male and female schools; and (2) these convent schools include a considerable number of male infants who are not received by the Christian Brothers; these two schools have, at most, 995 on the rolls, and 591 in average attendance. III. There are also a Royal School; one of the Incorporated Society's; three Erasmus Smith's English, not connected with the Church Education Society; a few Church Parochial Schools, similarly unconnected; and some four or five small schools, chiefly for females, supported by individual donations, and conducted on an exclusive principle as regards religious instruction. No authentic information can be obtained of the numbers in these several schools within the last year or two; but forming an approximate estimate (1) from returns furnished in 1856 to the Assistant Commissioners of Endowed Schools; (2) from the circumstances of the several localities; and (3) from information supplied to me from various sources; they cannot have, in the aggregate, between them, more than 400 on the rolls, and 200 in average attendance. On a computation the most liberal, and strained to the utmost limit, the public schools of every kind, gratuitous, or partly so, through the district, apart from the National Schools have, between them, altogether, at most, 2,913 on rolls, and 1,745 in average attendance. I have reason to conclude that they actually have not 1,800 on rolls, nor 1,000 average attendance; but I accept them at the highest figure; and if they were all shut up, and their pupils distributed through the National Schools in my charge, every school would gain on an average, at most, an increase of thirty on its rolls, and sixteen of an attendance; which would be an accession of fourteen to every hundred of their present pupils, or an augmentation of one-seventh; and this in a district where unusual provision has been made, and earnest efforts persevered in, and some, whose influence reaches far and wide around them, are stimulated by personal interest to sustain systems of exclusive teaching. Even here, hostility to the distinctive principle of National Education keeps away, at most, one for every three, or more probably one for every five, who are held back by indifference, or want, or industry, or the various other causes about which no cry is raised. If the National Schools were to absorb the whole attendance of those others, it is not so clear that the small increase in numbers would be, after all, a positive gain, when balanced against the loss of a competition taken away; and it may be that the very antagonism which seems so formidable, and is so active here, is rather calculated to promote the efficiency, progress, and permanence of National Education.

District 41, Portarlington; Mr. Porter.—I. With the exception of some of the elder members of the staff, whose age and confirmed habits render improvement a matter hardly within the range of hope, it may confidently be asserted that the teachers are becoming more skilful and successful in the discharge of their duties. During a portion of the past and previous year the labours of an organizer in the district materially furthered this desirable result. New vigour was infused into the diligent and earnest, and some of the apathetic were roused to exertion. There are, however, some teachers of such *mediocre* capacity, and so imbued with innate indolence, on whom neither counsel nor admonition produces any effect, that their case is as hopeless as that of their elder brethren mentioned above, and their removal as much to be desired. In my report for last year I alluded to a circumstance which appeared to me almost inexplicable, namely, the low classification

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* Killiney Male—on rolls, 16; average attendance, 16. Killiney Female—on rolls, 12; average attendance, 12. (Twenty-first Report of Church Education Society for Ireland, page 97.)

† Newtownmountkenedy Male—on rolls, 29; average attendance, 35. (Twenty-second Report of Church Education Society for Ireland, page 89.)

of the male teachers, and the absence of effort on their part to obtain higher rank. In this district the female teachers are classified higher than the males. Of the former there are two in the first class, eight in the second, and three in the third; while of the men six are in the first class, eight in the second, and thirty-five in the third. That is, more than 71 per cent. of the male teachers who have obtained classification are in the third or lowest class. In connexion with this fact is the still more startling one, that they appear to make little or no effort to advance themselves: only two have made application for admission to the next examination, with a view to promotion. This absence of desire to obtain higher rank, and the consequent increase of salary, is not easily accounted for, save on the supposition that, conscious of their want of attainments, and some of them perhaps disinclined to study, these men dread the ordeal of an examination.

II. In this part of the country there are few or no inducements to tempt the teachers to abandon their profession. The opportunities for men of such education as they have to improve their condition in other employments, are too rare to have any appreciable influence save in isolated cases. They appear, generally, content with their condition, which in most instances is equal, if not superior, to what they have risen from, and to which, if they resigned their present employment, they would probably again subside. To say that they are insensible to the allurements of a higher rate of earnings would be to suppose them either more or less than human. In the absence of opportunities of more profitable employment, I must say for them that they pursue their avocations as contentedly—at least so far as regards their relation to the Commissioners—as any body of men similarly circumstanced could be expected to do. They are well-conducted, and many of the elder members of the staff are much respected in their several localities. Of the younger men, some through inexperience, with a harmless vanity estimating their importance by what they conceive their attainments to be, give themselves airs which occasionally provoke ridicule. So far as I have observed, harmony reigns in their schools, and the precepts of the General Lesson receive due attention. Good habits are perhaps not cultivated in all cases to the extent which might be desired.

III. There are thirty-two managers, of whom twenty-three are clergymen, and the remainder laymen. The management is entirely individual, and so far as it bears upon the discipline of the schools, the progress of the pupils, &c., it is, save in a few cases, merely nominal. Some of these exceptions are so conspicuous, as much from their intrinsic excellence, as from the contrast which they present to the numerous cases of neglect, that I have much pleasure in specifying two of them, namely, the Rath National School, under the management of Edmond Dease, esq.; and the schools in Castletown, of which Miss Senior is manager.

District 42, Gort; Mr. Sweeny.—I. The teachers are improving as school-keepers, and seem cordially attached to their calling. A large number of the schools of this district have been organized by Mr. Philip Molloy; and, I am happy to have to state, with very satisfactory results. The subjects of the school programme are now, for the most part, judiciously treated; for, as a rule, the teacher has before him a definite object when he begins a lesson, and is, therefore, prevented from rambling in his teaching. In the teacher's increased power in governing and directing a large number, and in the pupils' prompt and simultaneous obedience to command, there is an unmistakably good effect of Mr. Molloy's labours. There is not the slightest disposition, as far as I can observe, on the part of the teachers, to leave the service of the Board. They exhibit a most praiseworthy contentment in their present position, which is, owing to the depressed state of the times, now a very trying one. The social standing of teachers is gradually and surely improving. This improvement may be, in a great measure, attributed to the steady increase of their incomes, caused by the advances in their salaries made at different times by the Board; to the cleanly and appropriate manner in which they dress, presenting, as they do, on all occasions, whether at their posts in the schools, or in public, an appearance so suited to their vocation; to the absence of that pedantry which was so characteristic of the by-gone Irish schoolmaster; and to their acquaintance with general topics, of which their predecessors were remarkably deficient. It cannot, however, be denied that this standing is far below what might be expected from the importance of the office which they hold, and that it is likely to continue so while the present regulations, as regards the appointment of teachers, hold in force. No person should, in my opinion, be put in charge of a school who has not a certificate of competency signed by an Inspector. To afford candidates an opportunity of procuring such certificates, all young persons desirous of becoming teachers should, on the recommendation of a manager, be permitted to attend the yearly examinations. This would have one good effect: those put in charge of schools would have devoted some previous thought to the consideration of the duties of a teacher, and would have made some preparation for the efficient discharge of those duties. The dwellings of the great bulk of the teachers are not what they should be; in most cases, they are no better than those of the cottier and small farmer classes. While this is allowed to continue there will be a great drawback, both to the social position of the teachers and to their efficiency in teaching common things. I think the State ought to contribute towards the erection of teachers' dwellings in connexion with vested schools. The educational value of such buildings would amply compensate for the outlay.

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II. The moral tone of the schools is excellent. The greatest amity exists among the pupils, and the feelings they entertain towards the teachers are not only respectful, but affectionate. The principles of the General Lesson are duly inculcated in all the schools, and its Christian spirit, I have no hesitation in saying, is imbibed by the children.

III. The management of the schools is entirely in the hands of individuals—clergymen and landed proprietors. On the whole, the managers with whom I have to do, take a very laudable interest in the advancement and spread of education. Several clergymen spend a great deal of their leisure time, not only in visiting the schools, but also in actually teaching the classes.

IV. The chief impediments to the satisfactory operation of the National Schools in this district are, as far as my limited knowledge of the district enables me to observe, the irregularity of the pupils' attendance, and the want of the necessary supplies of school requisites for sale. The former of these has been so universally felt and so often discussed, that I do not deem it necessary to say anything of it on this occasion. Speaking of the sale stock, I am not aware of a single instance where it is provided by the manager. In every case the teacher is obliged to advance the whole amount, or to supplement the prices paid beforehand by the children. Knowing how difficult it is for the teacher to spare from his quarterly attendance the sum necessary for this purpose, it is not surprising to find the schools so ill provided with requisites. I have given much thought to this serious impediment to the efficiency of National Schools, and the conclusion I have come to is, that the Board should have two, three, or more, if necessary, agents in each district, who would supply the teachers on all occasions with whatever money's worth of requisites they might require. These agents to be, as far as possible, selected from among the teachers. I have no doubt that by this means the schools would be satisfactorily supplied with every requisite necessary. I shall not enter upon the details by which this arrangement would be carried out; but I am convinced while sale stocks are provided by the teachers, as at present, that the schools will be deficient in one great element of their efficiency.

District 43, Thurles; Mr. Lawler.—The teachers here, as far as I am as yet able to form an opinion of them, are, in general, anxious to discharge their duty well. They seem devoted to their business, and, except a few young men, who fancy they can better their condition by engaging in other pursuits, appear content with their position in life, which, on the whole, is as desirable now, if not more so, than that of the majority of farmers and shop-keepers in this county. In general, the teachers here are smoothly clad, and live in comfortable dwellings. Much attention is paid to religious and moral training. In all the National Schools the principles of the "General Lesson" are carefully inculcated on the minds of the pupils. The local management is by individuals. Of the thirty-three managers in this district, two are estated gentlemen, twenty-five are Roman Catholic clergymen, two are land agents, three are clerks of Poor Law Unions, and one is agent to a mining company. I know of no impediments to the extension and improvement of National Education in the district, except the opposition of some of the clergy of the Established Church to National Schools.

District 44, Athy; Mr. Coyle.—The people of this district, except in two or three places, have ample opportunity within convenient distance of getting a good substantial education for their children. The school-houses, however faulty most of them would seem to an architect or to any one conversant with the costly buildings of other countries, are fairly commodious, and, in general, comfortable. They are pretty well supplied with furniture and maps; and if any pupils want books, it must be, with rare exceptions, their own fault. The poorest parent in the district has an opportunity of getting his children taught at a cost which, forty or fifty years ago, would be thought fabulously trifling. If such an opportunity did not exist, I suppose, there would be loud complaints; and, yet, whether it is that the opportunity has cloyed the desire, or the great cheapness conceals the true value of the article, neither labourer nor farmer now makes efforts for the instruction of his children at all equal to those made at the period referred to. The extent of education, in my opinion, is not commensurate with the appliances provided for it, and the amount expended on it. It is true, there are many obstacles. There is great poverty. Whole families are broken up and dispersed. The old feeling called family pride—that inspired emulation and legitimate ambition, that shrank from meanness and prompted to manly spirit—is gone; and the beggar's whine, and the beggar's plea, and the beggar's spirit have taken its place. The labourers keep their children at home on the slightest occasion, to earn; the farmers keep them at home, to save. There is a field to be weeded; a horse to be driven; a donkey to be cudgelled to the market; and so the boys, and the girls, too, are kept at home. "The loss is nothing, for the master is getting no fee." "They can go when the days are short and the weather bad." Such are the obstacles in the way of education at present in this district. I fear they will not soon be removed.

I. The teachers, as a class, are improving. They study at least to get to a higher and to the highest class. The proper notion of school-keeping is becoming more prevalent. A good many of them will never improve; being old, or so wedded to their own opinions and practices that it would be useless to try to change them. There are very few, if any,

who have taken up the business of teaching as a chosen profession, or that would not give it up with delight, if a more profitable one offered; but at the same time I think many of them are content and willing to discharge to the best of their ability the duty they have undertaken. Very few of them are in comfortable circumstances; many of them are extremely poor. Those not married are pretty well off, some of them being able to save something if economical. I do not from myself know this, as I do not ask the teachers about their private affairs. As a general rule, I think I may safely say that the teachers are much respected in their several localities; but none of them can be said to have what is called a social standing. The dwellings attached to schools are generally inferior; four or five only being comfortable or respectable. I have seen very few of the other residences. Those are mere cottages; and I believe those I have not seen are no better.

II. Great attention is paid, as far as I can judge, to the inculcation of a Christian spirit, and of good habits.

III. The majority of the managers are clergymen. They are fully cognizant of every thing that passes in the schools. Some of them visit very seldom—some very often. Very few of them ever examine a class. They frequently exhort the people publicly, urging them to punctuality in sending their children to school. They give a great and constant support to the schools—without which the schools could not exist. Many complain that they do not interfere more directly in the schools, examining the classes, and encouraging the children. Many think this would not be desirable or advantageous in schools conducted on the mixed system, and many of them told me they would not like to do more than they do when the schools are attended by pupils of different denominations, or even when they are only supposed to be so attended. In discussing this topic, it should be borne in mind, that clergymen (especially Roman Catholic clergymen) have most important and manifold duties, requiring their constant attention. The lay managers are very respectable. Two of them live too far from the schools, and one has been for two years on the Continent. None of them ever examine, and all seldom visit the schools.

IV. The chief impediment, as before stated, lies in the greatly impoverished condition of the people. An abundant harvest this year would greatly remedy this; and then education would progress, as far as may be expected, considering what the lot of the bulk of mankind must be in every age and in every country, with which lot a high order of intellectual development is incompatible, and never yet has been attained.

District 45, Ennis; Mr. O'Galligan.—In my report for 1861, I contrasted the social position of the teachers whose schools are situated in the western baronies in this district with that of their less fortunate fellow-labourers in the eastern portion of it; the comparative affluence of the former, with the almost hopeless "struggles for bread" of the latter. I have now, however, to reverse the picture in a great degree. What constituted, until lately, the principal support of the families of "western" teachers was the little farm which nearly every one of them was enabled to cultivate, with the aid of an occasional labourer or two, during his vacation or leisure hours. Most of the teachers in question report (and from my personal observation I believe they do so with perfect truthfulness) that their tillage during the past twelve months has been most unproductive, and that in many cases the expenditure incurred in this way has actually exceeded the results, even when the produce was consumed by their families, and consequently valued at higher rates than the ordinary market prices. Except in the towns of Kiltrush and Kilkee, the pupils who attend school in the western baronies are almost invariably the children of farmers, the class that has suffered most severely from the failure of the crops, and the great competition of other countries in the home markets. It is not surprising, therefore, that the average amount derived by each teacher from "local sources" (which is nearly synonymous with "the school fees," in this county) should have declined from £6 10s. 7½d. in 1861, to £5 10s. 9d. in 1862. For the teacher in the eastern portion of the district the want of a farm was this year rather a gain than otherwise; and as he is enabled to purchase the necessaries of life at a lower rate than during previous years, while fuel is more abundant and of a superior quality ("hygro-metrically," I mean), his income is, relatively to previous years, increased in value, while the diminution in the amount of "school fees" has affected him less than in other parts of the district (where the crops have been less productive or more injured by the inclemency of the harvest season). Unfortunately, even for such teachers, several of them—especially those with large families—had incurred debts, which must now be liquidated, often at a serious loss to the unfortunate debtor. No persons appear to feel these reverses so acutely as the first-class teachers; men of considerable local influence in their respective localities, and persons who in their double capacity as cultivators of the soil and (what is frequently regarded in this country as a less "respectable" calling) instructors of youth, continued to maintain a social position much higher than teachers in possession of an equal income in other more favoured localities could expect to enjoy. While the diminution of their incomes and the many inconveniences which generally accompany limited means, are calculated to render them less contented with their position, and more anxious for any change. I cannot, without injustice, assert that these feelings are allowed to interfere with the conscientious fulfilment of their ordinary school duties. On the contrary, I believe that the teachers of this district set a much higher value at present on

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their official salaries, and feel more grateful to the Board for the many additions (in the shape of gratuities and increased rate of pay) which have been granted during the last few years, than they had been at the time when these boons were accorded to them. Several teachers, both male and female who had friends in "the New World" (or inducements of a matrimonial nature nearer home), have left the service, and their relinquishing of an office for which they had, in nearly every case, more than ordinary aptitude and zeal was a serious loss to the district. Under the circumstances, however, I do not think that any attractions of a pecuniary nature could have induced them to remain contented in their previous positions, and their resignation of the latter may, therefore, be considered as unavoidable, under the circumstances. I have now in connexion with this subject to refer to an evil that is calculated to inflict serious injury on the prospects of several teachers and (through them) to affect most unfavourably the moral feelings and habits of the pupils under their charge. I allude to an offence which is universally regarded as a proof of great moral turpitude, but one of which unfortunately several teachers of considerable promise (and in other respects, high moral character) have been guilty of, especially during the last quarters of 1861 and 1862—"the wilful falsification of the records of attendance." In most cases this has been done at the close of the quarter, and in general so clumsily, that it can easily be detected by an inspection of the pages on which the changes are made. In one case where a very intelligent young teacher had made numerous changes, the original entries had been erased so skilfully that his manager could not be convinced that any alteration had been effected. He would probably have remained incredulous until the day of his death had not the young man himself had the moral courage to acknowledge his culpability, and to state that he had been induced to commit this serious offence in order to secure payment of his full salary (as III.) for a quarter in which the attendance had fallen below the average (twenty-five) which would entitle him to receive the full salary of his class. He was a stranger in the locality; the school-fees were trifling in amount, and as his father (a teacher of the same standing in another district) had a large family depending on his salary alone, the son yielded in an evil hour to the temptation. This case is only one of many, and several talented female teachers, even, have been guilty of similar falsifications. To recommend persons of that class for dismissal after several years spent with credit to themselves (as paid monitors or assistants) in the service of the Board, and leave them no chance of earning an honest livelihood, except manual labour, for which their previous occupation, mental culture, or sex, wholly unfit them, is surely a painful duty for the officer whose high opinion of their natural abilities and moral character had (years previously) induced them to abandon the occupations for which their parents had destined them, and devote themselves to the laborious and, in this country, poorly remunerated office of teacher. Parents are naturally unwilling to intrust their children—especially those of the female sex—to young teachers, no matter how highly qualified they may be as regards literary qualifications and natural aptitude for the communication of knowledge, with whose moral character and domestic habits they are previously unacquainted. In most instances such appointments are made where the selection of a less qualified person, belonging to the locality, has been objected to by the inspector of the district. Local influences, in such cases, are sure for a time to interfere with the attendance of pupils; and as the opposing parties know that by reducing the former they can most effectually secure the retirement of the obnoxious teacher, no means are left untried to keep the children of their relatives and connexions from attending the school, of which he (or she) has charge. Again, in the year 1861, during the last quarter, the average attendance of pupils fell to "4,161," or in the proportion of "79·5" per cent. of the average for that year; taking for granted that the returns supplied by all the teachers were unexaggerated, and that the decline in the attendance was uniform (during that period) throughout all the schools, the average attendance in *no less than thirteen* of them would have been twenty-one pupils (fifteen schools had an average of only twenty pupils during the fourth quarter of the following year), and it is more than probable that the majority of them had not a *bonâ fide* attendance that would entitle the teachers to receive higher salaries than £9 or £10 per annum. I would therefore respectfully suggest that this rule be not enforced in any case where it may appear, from the report of the District Inspector, or any other reliable authority, that the limited extent of the attendance is the result of local circumstances, &c., for which the teacher is not to be held accountable. Although this rule is rarely enforced at present, the teachers of such schools appear to live in a state of continual dread lest it may be enforced at the end of each quarter, and this feeling is not calculated to improve their moral courage, or even warrant them in incurring expenses which would perhaps ultimately bring about a more favourable result. In many other instances the limited attendance is the natural result of unskilfulness or negligence on the part of the teacher, and the enforcement of the rule would supply a most effectual remedy for the cure of both defects, by compelling the resignation of the one teacher, and the increased activity or punctuality of the other. The managers, who are composed, except in the case of workhouse and prison schools, of the Roman Catholic clergymen of the parish, or of the landed proprietors of the estates on which the school-houses have been in such cases erected, continue to afford me the support of their influence and co-operation to a very satisfactory extent. This support, however, is confined in nearly every case to their social and moral

influence; and except when their schools are "organized," every improvement attended with pecuniary outlay has been effected at the expense of the teacher. As want of available funds, or a serious reduction in their own incomes (through the poverty of their tenants or parishioners) has, in nearly every instance, been the cause of this unwillingness to incur pecuniary outlay, it would be invidious to name those who form the exception, although the liberality with which the latter have contributed towards these improvements, &c., often at considerable personal inconvenience, fully entitles them to expect such an honourable distinction.

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District 46, Tipperary; Mr. Potterton.—I. The teachers are, as a body, well qualified: I refer more especially to the principals, of whom only *three* are unclassed, and even of these, one is a workhouse school teacher of long standing, the remaining two are recently in charge of small and unimportant schools. Though little more than *half* the "principals," and *one-fifteenth* of the "assistants" have had the benefit of Normal school training, yet the untrained having in almost all cases graduated under teachers of local eminence, themselves trained, this decided drawback does not operate so seriously as might fairly be anticipated. They are all, with scarce an exception, sincerely devoted to their business, as the chosen profession of their lives, and not in the slightest degree anxious to leave it. Their social standing, too, is comparatively high, and very deservedly so; for, independently of their superior attainments, the importance of their schools generally, their comparative affluence, the general sobriety and self-respecting character of their demeanour, ensure them very fair appreciation in their social relations. This would be still higher were it not for the almost characteristic drawback of this district in respect to domiciliary accommodation. Very few dwellings are provided, and still fewer are the teacher's own property. Hence, too, to a certain extent, the peculiar prevalence of celibacy: not quite *one-third* of even the entire body of *principals* being married, and not *one-fifth* of the *female* principals. The drawback of suitable dwellings adverted to, compels the general renting of a room, or occasionally *two*, in the neighbouring villages, where a life of much isolation and considerable study is the general condition. Under these circumstances, I think the teachers deserve additional credit for the general air and aspect they exhibit of comfort, contentment, and respectability.

II. As to the moral tone of our schools, I have nothing at all disparaging to advert to. Though this may seem at best but negative praise, it is as high as my limited acquaintance with the *moral aspect* of the schools (only seven months), fully warrants me to go. I may, however, add, that I have seen no reason to think that the notorious "three and four year old" feud that so cruelly embittered the social relations of nearly half my district among the humbler classes of mature age, obtained any footing, or even caused recognition inside the school, or even in the general out-door intercourse of the pupils.

III. As to the management, it is altogether in the hands of individuals. In all cases they are the parish priests, save seven, of whom three are Poor Law Union clerks, one a gentleman of large property, the remaining three agents over extensive estates, belonging to non-resident landlords. Except in a very few cases, no very active direct superintendence is exercised; but in the case of clerical managers, the junior clergy have often special instructions to visit periodically, and more or less to test the progress of the pupils in secular knowledge as well as religious, by actual personal examination.

IV. In conclusion, I beg to observe, that I am not cognizant of any peculiar impediment either to the improvement or extension of National Education in this district. I should be sorry, however, if any additional restrictions were placed on the teachers' pretensions to professional promotion, unless in cases where they are *personally* responsible for any imperfections noticeable in their school arrangements, or the general proficiency of their pupils in the aggregate.

District 47, Kilkenny; Mr. Bradford.—I. I cannot say that the teachers are improving in any considerable degree as instructors of youth and school-keepers. Fear of the action of the office on the Inspector's report has a considerable effect upon them, otherwise many of them would use little exertion, as they find it easy to please the generality of managers, and they receive so little from the parents that they pay little attention to them. The probationers who are now joining the service here, are of a sort that are not likely to rise hereafter beyond third class. This is particularly the case with the male teachers. The young men who would be desirable recruits find more profitable employments as shopmen or clerks. Eight male teachers and three females left the service this year. Of these, two males had been trained, and one female. Of those who remain, those who were classed third, or higher, appear devoted to their business, but then it must be observed that they have no means of obtaining any better paid employment. The younger and lower classed teachers are more willing to leave as they lose less. The females value their situations more, and seldom leave, unless they marry persons not schoolmasters. The social position of the teachers is not calculated to add much weight to their instruction, except in the eyes of the very poor. Many of them (particularly of the married) are badly housed and poorly fed. Many of them cannot provide a residence sufficiently near the school, and have too

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long a distance to walk to it, which must, in the incessant rain that prevails in this country, affect their health and impair their usefulness. The managers and parents take no care to provide a house or apartments for the teacher. The endowments in this district are few and small; the amount of school fees is not considerable. Tuitions or surveying bring in but little now, and the teacher's main support is the salary from the Board, which in these times, when prices are so high, must be an inadequate support for the family of a teacher who is not in first or second class.

II. I am not able to say that much attention is given to inculcating a Christian spirit, but I find in practice that the teachers generally live on good terms with their neighbours of a different religious persuasion, and that the few pupils of that kind found in these schools are not interfered with when the religious teaching is going on. The minority associate in complete harmony with their fellow-pupils, both in the school and in the play-ground. As to good habits, I wish that more attention was given to discourage or prevent prompting and copying, which are too commonly practised on the day of inspection, evidently with the approbation of the teacher. In other respects I have no fault with the moral tone of the schools.

III. The local management is in the hands of the Roman Catholic clergy, except in a very few cases, where Protestant landlords or their agents have established schools on their estates. Of these there are six, four landlords and two agents. Generally the managers, having so many other duties or employments, pay little attention to the schools, or seldom visit them. Still, they are useful as a check on the teachers, as they receive any complaints that may be made of their conduct. Too many of them are quite satisfied if the teacher has the pupils well prepared for confirmation, and think that the supervision of the secular instruction should be left to the Board's officers. Few of them contribute any thing towards providing requisites for sale, or whitewashing the houses, and furnishing glass for the windows.

IV. The system does not want extension here, almost every suitable place in the district is provided with a school. The impediments to the improvement of the schools are the same as those I mentioned in last year's report, viz., the irregular attendance of the children and the want of a better class of schoolmasters. The probationers, both male and female, who have joined this year are of a description that does not promise much. I expect that few of them will deserve a class at the end of their first year. Whatever may be the cause, the fact is, that latterly in this district smart, intelligent lads will not stay in the schools to qualify themselves for the office of National teacher. Those young men who offer themselves have not the scholarship or intelligence necessary for properly performing the duties of instructors of youth. Were the salaries of probationers and third class teachers raised, better young men would probably qualify themselves for the service.

District 48, Dungarvan; Mr. J. G. FitzGerald.—I. I think there is a decided improvement in the teachers of this district during the past year, both as instructors of youth, and as school-keepers. The younger members of the body appear to be advancing fairly in literary acquirements, and, owing to the monitorial system, are better trained to their profession. I have found all the teachers of the district, with few exceptions, disposed, to the best of their ability, to carry out suggestions left for their guidance, and tending to the improvement of their schools. They appear generally to be devoted to their profession, and evince no desire—unless in the event, as sometimes happens, of a better position offering itself—to abandon it. As a body, the position which they maintain in a social point of view, is sufficiently respectable, and they present a much more decent appearance than what the income they are known to enjoy, would lead one to expect.

II. The moral tone of the schools continues satisfactory. Pupils' habits of regularity, manners, and general demeanour, are improving.

III. The management of the schools is principally in the hands of clergymen of the Roman Catholic Church, and is, in very many cases, of a superficial nature.

IV. The impediments to the extension and improvement of National Education in the district continue to be the same as noticed by me in former reports. I think it only necessary to refer to them here, without repeating remarks which I have at former periods made at some length. The impediments I conceive to be:—1. Apathy of managers and of the general public. 2. Irregularity of pupils' attendance. 3. Want of sufficient preparation for their duties on the part of the teachers. 4. The generally low social position of the teachers, which prevents their obtaining influence or importance in their respective localities.

District 49, Waterford; Mr. O'Loughlin.—The state of the public mind with reference to the education provided by the Government for the poor of this country is so well known that any remarks of mine may be considered almost superfluous. As my office, however, brings me constantly in contact with the adherents of the two great parties into which the people are divided, and as my opportunities of becoming acquainted with the views of both have been consequently somewhat favourable, I may be allowed to state briefly the conclusions at which I have arrived. The clergy, as a body, are hostile to the Board, but, contradictory as it may seem, their individual testimony is in its favour. Each admits that,

within his own practical experience, the "Mutual System" has done nothing but good, and that it has been administered not only fairly, but with every evidence of a desire on the part of the Commissioners to make it harmonize as far as possible with local peculiarities and circumstances, and thereby extend its usefulness to the utmost. Many have even gone so far as to express their grateful appreciation of the liberality and promptitude with which their requests were considered and dealt with, and of the unbiassed spirit with which the business matters in connexion with their schools were always disposed of. But, notwithstanding this feeling, they have an idea that in other parts of the country the system is leading to evil, and that consequently it ought to be opposed. The press, which for its own ends more frequently caters to, than corrects, popular prejudice—petty celebrities anxious to keep up their factitious importance; theorists who reason against what is from what might be; sincere men who never inquire for themselves, but always take their opinions from such as I have named; and action and reaction of all on one another, keep up the delusion. It is vain to challenge inquiry into the allegations. Once made, no matter by whom, it seems to be supposed that the Board ought to rush forward and disprove them. But it never occurs to those who think so, that if the system is working the mischief in remote parts which is charged against it, the people aggrieved, as the fittest to satisfy the public mind, ought to be brought forward and show what wrong has been done them; or that, as there is a clergyman in every parish, very little trouble would be required to ascertain from each the number of those who, through the influence of mixed education, have abandoned his teaching. Then again, the "Denominational System" has a taking name. The parish priest sees in it a ready means of making his schools essentially Roman Catholic in their forms, working, and character, and of getting the education of the country almost wholly under his direction. The rector hails it as a grand auxiliary to the Church Education Scheme, a practical recognition of its superior worth, and a prolific source of funds from which additional Protestant schools may be established. How the system would work, it requires no prophet to foretell. Under the conditions carved out in England, not one in ten of the schools now in operation could be kept open by the parish priest. His flock should consequently either grow up in total ignorance, or attend schools essentially opposed to their religious belief. That many would do the latter is beyond probability, and hence would arise a feud between the pastor and his flock. On the other hand, with the combined funds of the Government and the Church Education Society, the rector would be able to found in every parish a school or two of his own, which would be looked upon as little forts for the protection of the stragglers, and for maintaining the aggressive sectarian warfare which would inevitably arise. Dissensions, altercations, and all uncharitableness would be the result. It is just possible that no one might gain, and it is certain that some one would lose, by such a state of things.

As I have been only a comparatively short time in this district, I cannot speak of the teachers' improvement, or otherwise, as instructors of youth. That they have settled down to teaching as the business of their lives, is evident from the fact that so few after embracing it take to any other calling. Of their means and modes of living I can only say, that anything I have seen in the new sphere of my duties, corroborates what I have said in previous reports. Educationists have been always badly paid and little thanked for their labours, and those in Ireland are unquestionably not among the exceptions. Still I think they are better remunerated than is generally believed, for I have reason to suppose that in very few cases do the teachers make a return of *all* they receive in money, or its equivalents.

District 50, Wexford; Mr. Dugan.—I. The teachers of the district are a well-conducted, and, for their sphere in life, a respectable body of men. Removed above labourers and artisans in their tastes, sympathies, and general culture, though somewhat superior to the former, they are yet inferior to the latter in their means and modes of living. Their dwellings, so far as I have been able to ascertain, are clean, comfortable, and well kept.

The annual average income from their schools is £28 3s. 2d., of this £5 10s. 5d. is derived from local sources, leaving the average income from the Board, £21 5s.; the State aid is therefore *five* times the amount of local aid. This must be looked upon as an evil, since it renders the teacher nearly non-dependent on the people of his neighbourhood. Although the modern National teacher, like the old hedge schoolmaster, possesses a no less degree of individuality of character, yet unlike him, he is not sufficiently bound in the locality by that obligation which would exist were he to receive directly from the parents an adequate payment for educating their children; or were they to feel that a portion of their rates went to the teacher's pocket in the shape of local aid. It is this very fact that renders our schools so comparatively unsuccessful; although some will say that this is low ground to go upon, yet it is not by any means an inefficient cause, for were the people to feel that either directly, or indirectly, they were paying for their children, a stricter supervision would be exercised by local parties, and more care would be taken that the children attended punctually, in order, as they would term it, to have the worth of their money.

There is also another point to which I would draw attention, in the social position of the National teacher. Although non-dependent on the people of his locality, he is yet

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A large number of the teachers in this district do not appreciate their responsibilities as public instructors and school-keepers, they are wont to discharge their duties in a routine manner, and consequently do not bring with them into the school-room that life and diffusive energy that always springs from the doing of a work conscientiously, and as a labour of love. I say *diffusive* energy, for, *as the teacher is, so is the school*; and wherever a school is conducted with energy, activity and a sincere desire to improve, there will the pupils be found likewise docile, attentive and assiduous, and making the most of their school-time.

In this district, at all events, it is plain to me that the generality of the teachers are not doing all that they ought or could do; the greater number of the schools are in a stationary state, the courses of instruction elementary and superficial, and the proficiency attained poor. I have no hesitation in stating that National Education in the county Wexford is inferior both in kind and amount to that in the impoverished and thinly populated county of Donegal. Strict supervision will be required over the schools, the teachers must be stimulated and instructed in their duties, and no feelings of misplaced philanthropy ought to be allowed to weigh against the more important interests of the public. I have already recommended the removal of more than one teacher, whom I considered inefficient and disqualified for the proper performance of their duties. Such removals affect individuals only, but allowing these to remain injures a large number of individuals, and, what is more to be deplored, this injury is often irreparable. While advocating, however, a just line of action in this respect, I likewise deem it important that the teacher should be properly remunerated for his arduous and responsible duties. An increase of income is required, and towards the infirm, decaying teacher, whose strength and manhood has been spent after a long and faithful public service, a proper liberality is advocated in the shape of an annual retiring allowance. Any efficient increase of income, however, should come from local sources, the State should only subsidize the teacher like any other worker in the community to be connected with it, and the school itself, the outgrowth of the locality. It will not be denied that the State aid ought to be afforded in such a way as to be most efficient for the end in view—the promotion of popular education. If so, there can, obviously, be no more efficient way than in apportioning it according to the *amount* and *kind* of work done. The determination of this must be based upon the proficiency attained, together with the number of pupils compounded with the number of attendances. In order, however, to a definite classification of the teachers, and as a stimulus to literary acquirements, a fixed rate of salary, according to the class and division, should form an element of aid. The teacher's salary is thus proposed to consist of two parts, a fixed and a variable salary. On this view I have made the following round calculations:—The variable salary is to depend upon work done, 1, according to proficiency, 2, according to attendances of pupils. I. In an approximate way the average numbers on the rolls of each school = 100, and from the data given in the reports of the Commissioners for some years past, I find the proportions in the several classes to be very nearly 36, 26, 18, 13, 6, 2, from Class I. to Class V., inclusive. II. The number of possible attendances may be set down at 271 in the year; then allowing payment for these only after the first 100 we have the maximum number of possible attendances for payment = 171; the actual attendances are, however, only 46 per cent., this multiplied by the number on rolls = 7,860 actual attendances on an average, which, at 1s. for each attendance, gives £16 7s. 9d. Again, allowing 6d. for each pupil in the respective classes, taking Class I. as a unit, the numbers given above will afford for Class I., 18s. = 36 × 6d.; Class II., £1 6s. = 26 × 2 × 6d.; for Sequel, £1 2s. 6d. = 18 × 2½ × 6d.; for Class III., 19s. 6d. = 13 × 3 × 6d.; for Class IV., 10s. = 5 × 4 × 6d.; for Class V., 5s. = 2 × 5 × 6d.; total, £5 1s. This gives £21 8s. 9d. on an average for salary according to work done. Now supposing the teachers classed in First, Second and Third Classes, the salary for Class I. to be £25, that for Class II. to be £15, and that for Class III. to be £10, the total would afford a very fair amount for each teacher. This plan appears more equitable than that of payment dependent on the number of attendances made by pupils in connexion with an arbitrarily assumed standard of proficiency in reading, arithmetic and writing as recommended by the late Royal Commission; since it takes into consideration the classification of the teacher—a point that should not be lost sight of.

II. The moral tone of the schools, so far as the mere conduct of the children is concerned, is satisfactory, but a higher aim is never attempted. Very little is done by the teacher to inculcate the principles of justice—love of truth and of country—humanity, benevolence, or any of those virtues which have been the agents of civilization and the ornaments of human society. The teachers themselves are in fact incapable of giving this high tone to their schools, since they have had neither the means nor opportunities for attaining the requisite knowledge, or the mode of imparting ideas on these subjects. In one of my former reports I suggested that a tablet of the leading ethical principles, on a plan similar to that

of the General Lesson, should be prepared and suspended in our schools—this want is yet unsatisfied. Discipline and order is only tolerably enforced. The teachers endeavour, however, to command these without having recourse to corporal punishment, but fail owing to their own want of moral strength of character. Where this exists, and where the pupils have implanted in them a proper spirit of emulation, order, which is the first law of a school, together with prompt obedience and attention, can be maintained without the need of either punishment or reward.

III. The local management is in every case vested in individuals—thirty-two cleric and seven lay. The former are Roman Catholic clergymen, the latter include two superioresses of convents, three clerks of poor law unions, one the collector of Her Majesty's customs at Wexford, and one a private gentleman. The character of the management, with about five or six exceptions, is perfunctory, and consists in the signing of official documents; the supervision is limited to occasional visits to the schools. Strict cognizance of the teachers' external conduct and character is maintained, but in almost all cases the management is nearly dormant in promoting the interests of the school—urging punctuality of attendance and payment of school-fees, or in affording any material assistance to the teacher whatever.

IV. The chief impediments to education in this district are—1. The short school stay of the children, 51 per cent. of the pupils being under 10 years of age. 2. The irregularity of attendance, only 46 per cent. of the number on rolls being in actual attendance. The demand for labour is the chief cause, and in an agricultural county like Wexford the parents take every opportunity of employing their children during the tillage and harvest seasons. At present no efficient remedy can be proposed: a partial one may exist in the establishment of evening schools, and in the day schools limiting the subjects of instruction to those most essential for elementary education; but at the same time strictly requiring that the knowledge imparted be *thorough* as far as it goes. The proficiency attained and the courses of instruction imparted are elementary to great extent. In connexion however with the requirements of the programme for each class, it will be interesting to see how far this has been carried out. The answering of the paid monitors, affording a tolerable fair indication of the proficiency attained in the schools, was not at all satisfactory. I think that sufficient pains are not taken in giving special instruction, as in training up these young persons for the proper fulfilment of that calling to which they *seem* to have in some way apprenticed themselves. I use the word *seem* because the great majority of these monitors, even if fitted for the office of teacher at the expiration of their course, cannot find employment in that direction. They appear to have become the victims of a narrow policy on the part of their parents, and have merely acted in the capacity of monitor, and somehow gone through the discharge of their duties, though in an imperfect manner, that they might obtain the pittance awarded by the Board for the respective years of service. It is melancholy to look forward to the future of these young people, who must fail to obtain employment, and to contemplate the injury that has been done to them; the years during which they might have been able to learn a trade or to prepare for other certain means of livelihood have for ever passed away. In making selections for the office of monitor, there should be a greater degree of moral certainty arrived at, that candidates so far as they are capable of judging, and under the guidance of their parents, seriously intend to embrace the business of teaching as the chosen business of their lives: and this not merely for the avoidance of injury to the prospects of the person, but also to save the Board a useless outlay of money, the primary intention in the appointing and paying of monitors being the providing of a sufficient number of young persons trained and disciplined for the office of National teacher. All the blame, however, for the monitor's want of proficiency ought not to rest upon the teachers; the former having no direct inducement to work hard and deserve well, care little for the results of examination, provided they answer sufficiently to pass. If their answering be unsatisfactory they suffer nothing, the teacher alone is reprimanded and deprived of the gratuity for their instruction; hence, they frequently take no trouble to improve their capacities or to profit by any labour bestowed on their special training. I therefore recommend that some direct stimulus and motive for exertion be applied. The looking forward to obtain the advanced payment or promotion for the respective years of service would perhaps form a stimulus of the best kind, and afford at once a means for either reward or punishment. The monitor should not be allowed to advance in classification as to pay or year of service—*i.e.*, a monitor of the first year not to be considered at the expiration of his year of service as advanced into the second year, and so on for those of the second and third years, until he shall have attended and answered satisfactorily at the examination in the course prescribed at end of each year.

District 51, Limerick; Mr. O'Callaghan.—I. The teachers of this district are, with scarcely a single exception, permanently attached to the occupation of teaching as the business of their lives. I know of no instance in which the position has been accepted as a temporary accommodation. With respect to their attention to the duties of their very important office, I believe that they are really anxious to acquit themselves creditably. I observe an improvement from year to year in their method of teaching, and generally, in their devotedness to their duties. I have to express regret, however, at the fact that

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so many of them appear to acquiesce contentedly in a low classification. It is a matter of great surprise that so few of them aspire to the higher grades. Out of 107 teachers in this district, thirty-five males and thirty females belong to the lowest class; and only twelve males and eleven females to the second class. I know that most of the teachers who now belong to the third class could, if they only exerted themselves, easily obtain a higher classification. Many excuse themselves from the imputation of apathy by pleading the mental anxieties caused by pecuniary embarrassments in which they are involved by their efforts to maintain their families on inadequate means. Allowing the full force of this plea, I yet cannot help thinking that, if they made the necessary efforts, they would find it more easy to attain success than they seem to suppose. I have thought it proper to impress this view on several of the teachers; and to point out to them that procrastination is, in their case, almost fatal; as each succeeding year leaves them, probably from increasing burdens, and certainly from lessened mental energy, arising from disuse of study, more incapable of realizing one of the leading objects of a teacher's ambition—the attainment of the highest grade of classification. With respect to the social standing of the teachers, their means and modes of living, &c., I have not observed any change deserving of being noticed, as indicating either improvement or deterioration.

II. It is very gratifying to state that the moral tone that pervades the schools, and the kindly feeling of the pupils to one another, are creditable, not only to the National system, but to the good sense and Christian spirit of the managers, the teachers, and the pupils.

III. There are nine lay and twenty-seven clerical managers of schools in this district. There is no school managed by a committee. About six of the managers attend at stated periods in their schools to ascertain for themselves, by examination, the proficiency of the pupils. The superintendence of the others is limited to a hasty visit. The interest felt by local parties in general, is seldom manifested in visiting the schools. If the families of rank in each locality were in the habit of visiting the schools, and of showing an interest in the educational progress of the pupils, it would operate favourably, especially in encouraging a more regular attendance, and in stimulating the teachers.

IV. The National system of Education has materially influenced the education of that portion of the people who look to the Church Education Society, the Christian Brothers, &c., to supply their educational requirements. With respect to other impediments to the improvement and extension of National Education, I shall here mention a few; and amongst the foremost I must place—

- (a.) The want of local funds for the general sustenance of the schools. This want affects, unfavourably, the salaries of the teachers; the supply of suitable furniture, and of sale requisites; the repairs of buildings and houses—the teachers in most cases being without a residence attached to the school-house.
- (b.) This want, also, interferes to prevent additions being made to the school-houses, when necessary. There is a case at present in which the Board granted £100 for the building of a class-room with gallery; but the manager has not been able to meet the requirement of supplying the remaining one-third of the estimated cost.
- (c.) This, and other similar cases, suggest the expediency of making some different rule in the requirements from local parties in building cases.

I may mention, in conclusion, that the Roman Catholic teachers recommended for the present training class, were deterred from attending by the prohibition of the Bishops. A compliance with the summons to attend would have been assuredly followed by their dismissal by the managers; or, if the managers were laymen of the Established Church denomination, as it happened to be the case in one instance in this district, the threat was made that, if the teacher attended, all the children would be commanded to withdraw from the school.

District 52, Newcastle West; Mr. Robinson.—I do not purpose to make any remarks under this head until next year. My previous reports contain my views very fully.

District 53, Clonmel; Mr. Lane.—I. The prospects of education in this district as regards the teachers are, in my opinion, as favourable as they have been at any other period of my experience. The teachers are steadily improving in the literary and disciplinary conduct of their schools; and seem devoted to their business as the chosen profession of their lives; but are, in a great measure, dissatisfied with their income, particularly that portion derivable from local sources (school fees, &c.), and are yearly becoming more dependent on the Board's salary. Their social standing is duly estimated, and their modes of living provident. The want of suitable dwellings in the vicinity of their schools is much felt by many of the teachers, some of whom are daily obliged to walk long distances, others to lodge in houses where there is little or no opportunity for study.

II. The moral tone of the schools is good; in none of the schools is the inculcation of a

Christian spirit and good habits neglected; and its effects are, I am happy to say, every-where observable throughout the district.

III. The local management of schools in this district is by individuals (not school committees), the greater number of whom are Roman Catholic clergymen. The management is efficient in kind and amount; but not, in some cases, sufficiently close or active in superintendence, owing, perhaps, to other avocations on the part of the managers. I regret to say that some of the Roman Catholic clergymen (managers), are not of late giving full and entire concurrence in the advancement of the schools and the teachers, owing to the opposition of their bishops.

IV. The chief impediments to the extension and improvement of National Education in this district are—First, the opposition of many of the Roman Catholic and of the Protestant clergymen, who appear to be opposed to the principles of the system. Second, the want of adequate salaries for the engagement and retention of more suitable and competent teachers, as also of residences for them in the vicinity of the schools.

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District 54, Tralee; Mr. O'Driscoll.—So far as my knowledge of the district enables me to form an opinion, I am satisfied that the teachers, as a body, are improving both as school-keepers and instructors of youth. In every school of the district the course of instruction given is now in accordance with the requirements of the school programme, and every branch is receiving the amount of attention its importance requires. I believe that the teachers are devoted to their business as the chosen profession of their lives; and I do not know one of them who is at present anxious to leave the service of the Board. I regret that the social standing of the teachers is very low; but I am happy to say that the public are now beginning to regard the position of the National teacher as one of far more importance than they have heretofore done. The dwellings of the teachers are for the most part similar to those of the small farmers and tradesmen, but superior to them in point of cleanliness.

II. The moral tone of the schools is good. Religious instruction is given every day in almost every school in the district, and the principles of the General Lesson are carefully inculcated by every teacher with whom I am connected. Due attention is now paid to the personal cleanliness of the children, and in no school in the district are the boys now permitted to wear their caps, nor the girls to keep wrapped round their shoulders or heads, during school hours, the cloaks or shawls worn by them when coming to school, a practice which I found pretty general during my first round of inspection. The children are also taught to deport themselves in a becoming manner in school, and in the presence of their superiors.

III. The management of the schools is altogether in the hands of individuals, and I regret to say, that in almost every instance it is purely nominal.

IV. The chief impediments to the spread of education in this district, which I shall notice in this report are—(1) want of additional schools, and (2) apathy and indifference of the managers. The first impediment will, I expect, be removed, to some extent at least, during this year; as some of the Roman Catholic clergymen, whose attention I drew to the want of additional schools in their parishes, have given me to understand that they will establish schools in those localities where they are so much required at present. I confess I cannot see how the other impediment can be removed.

District 55, Macroom; Mr. Strong.—Though, in consequence of my limited experience of this district (since May, 1862), I am not very well acquainted with the schools and teachers, still I feel in a position to assert that the former are, for the most part, fairly efficient, and the latter zealous and anxious to do all in their power to advance their pupils in their several studies. Where I found schools not in a duly efficient condition I could not, save in a few cases, attribute this result to remissness on the part of the teacher, but rather to *unskilfulness*, arising from incompetency and inexperience. However, there are some, and these, I regret to say, cannot be excused on the grounds of being incompetent or inexperienced, who may be said to perform their duties in a perfunctory manner. They attend in their schools daily, go through all the usual routine, and still, from want of honest heartiness in their vocation, fail to produce satisfactory results, when their labours are tested by our examinations. In my intercourse with these persons I have plainly intimated (and in some cases caused admonitory letters to be written from the office) that continued neglect would meet my most unqualified censure. Where a teacher possesses the requisite ability it cannot be considered unreasonable that the public good should, in every case, be consulted. The present arrangements, whereby a teacher, found to be negligent, is precluded from all rewards and promotion in his classification, has given a great impetus to exertion; and if we were in a position to attract young persons of respectable manners and attainments, as well as to superannuate a few now worn out in the service, I believe I might say that the prospects of education would be cheering. I think that the great body of the teachers are contented, at least as far as I can judge from the fact of there being no voluntary resignations during the year. As regards the social standing of the teachers, I believe it to be moderately fair, and on the whole steadily improving. In towns and good country schools, where the teachers have attained a respectable classifica-

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tion, they rank with the shopkeeper and small farmer. In every instance I believe that their conduct and general intelligence have raised them higher in the social scale than their limited means would seem to warrant. As regards their moral conduct I have not heard, except in one or two solitary cases, the slightest whisper of reproach. They are sober, quiet, and in every way respectable members of society. Though they are in many cases so miserably paid by the parents (about 9*d.* per quarter for each child in average attendance, or 5*d.* for each on the rolls), I hardly ever hear of their going to law to recover school-fees. They supplement their salaries in some few instances by land surveying or farming.

II. If I look to the general department of the children, I notice them to be orderly, quiet, and respectful, both in and out of school; I neither hear nor see scenes of quarrelling; and I feel persuaded that the notorious vices, such as lying, stealing, swearing, &c., are carefully and firmly repressed. Again, the principles of charity and mutual forbearance are inculcated daily in all the schools, by the reading of the "General Lessons," as well as by their special religious exercises. On all these grounds I conclude that the moral tone of the schools is good. As regards the children of the different denominations, who may be found in twenty-seven schools, I never heard the slightest rumour of dissatisfaction. I feel persuaded that Roman Catholic teachers are anxious to have Protestants in their schools; and I defy any individual to say that the religious tenets of any suffered aught from this daily intercourse in the same school-room. I may add that in nearly every case the religious teaching is confined to a portion of time after the hours of secular instruction, so that dissenting children may leave as soon as the ordinary instruction has ceased.

III. Management of the schools of the district is, with one exception (a medical doctor of the Established Church) in the hands of Roman Catholic clergymen. They frequently visit and make inquiries as to the general working of the schools, sign official documents, and carry on the necessary correspondence with the Inspector and Commissioners. As regards the moral conduct of the teacher, they exercise strict surveillance; and in case of any delinquency, they never fail to use their authority, by removal of the teacher, or reporting the matter to official sources. They might be more careful in making inquiry whether, of the pupils on the rolls, there are few or many absentees; whether those present are properly provided with books, &c.; or, finally, whether the pupils are making a sufficient progress in their studies. All this is delegated to the Inspector.

IV. Chief impediments to the extension and improvement of National Education:—
1. Want of sufficient amount of school accommodation. 2. Inefficient teachers. 3. Imperfect supply of books and stationery. As regards the defects mentioned under the first heading, I would say that this mainly arises from the apathy of the landed proprietors with regard to the establishment of National Schools. In many cases the managers find a considerable difficulty in obtaining a site rent free, though thousands of acres are lying partially waste in this part of the country. If the Commissioners could offer a small amount, to be supplemented by local parties, for the purchase of sites whereon to build school-houses and residences for the teachers, it would have the desired effect. I may mention, in connexion with this subject, that there is a considerable amount of unwillingness on the part of managers to undertake the building of school-houses vested in trustees. This simply arises from the fact that they consider the structures too massive, too elaborate, in short, too expensive. They say that they want only the same simple buildings as were heretofore erected by the Commissioners. I know an instance in the district where the grants lapsed from want of a contractor; and where the local parties say they would have built if they were not required to erect so costly a school-house. I cannot take upon myself to say how far these complaints are well grounded. 2. As to the second point, my experience is—when a National School for a male teacher becomes vacant, there is a considerable difficulty in finding a young man of respectable manners or attainments; so that, as a matter of necessity, the selection must be made of one of the ordinary pupils, who, in all probability, read no book of higher pretensions than the Fourth Book of Lessons. Well, some one may say, where is the necessity for higher, when his future teaching will be confined to the same? I answer that, if his intellectual field of vision be thus limited, the angle at which he views any of the ordinary subjects will be indistinct—he will not possess the power of accurately defining, much less illustrating or simplifying; his pupils, as a matter of course, will be unawakened; in short, the growth of their mental faculties will be stunted. Take as an illustration the purely scientific process of determining the longitude, or correcting the ship's chronometer by the moon's angular distance from some of the heavenly bodies, commonly called the "lunar method." The ordinary sailor, who is obliged to take into the calculations, parallax, refraction, sines, angles, and logs, can, from mere routine, perform the problem with tolerable accuracy; yet, from his ignorance of the beautiful principles involved, looks upon the whole with distaste, and, as the expression is, "despises lunars." So it is with many of our young teachers, they are ignorant of many of the ordinary facts about which they are continually engaged. At their examination they repeat many things by rote, and in their recital show that they *know not what they say*. Whence does this arise? I believe it may be attributed to the present low rate of salary for a probationer. An income of £15 to £20 per annum, or something about

1s per day, with a dim prospect of £40 or £50 after twelve or fifteen years' hard work and study, are not sufficiently attractive for any young man of average abilities and attainments. Hence, the great mass of our National School teachers are confined to the lowest grade, and these often physically disqualified for other pursuits. In order to improve the attainments of those now joined to the Board, I would suggest that books bearing on the schoolmaster's profession should be placed on the Board's list; also, that a selection should be made by the Chiefs of Inspection of other books on literary and scientific subjects. Above all, that a yearly *epitome of Inspectors' Reports* (annual) should be published for the use of teachers. At present they cannot, and will not, procure any periodical connected with their every-day duties. Some of the old, worn out teachers should be dispensed with, if the Commissioners were in a position to grant a superannuation allowance; I question if the recipients were limited to sixty years for males, and fifty for females, whether it would exceed that now annually allowed as compensation. 3. As to the third point, I believe that this subject should be at once taken in hand by the Commissioners; and it appears strange why it has not been already remedied, especially as it would not entail any additional expense. As it is, the managers consider it the duty of the teacher to provide books, &c., at his own expense; and, again, the teachers consider it the duty of the manager. Can we wonder then that the Inspector should so frequently notice this defect? I shall now leave the matter in the hands of the Head Inspectors, and expect that something will be done during the year. A per-centage on the books sold would immediately meet the case, and I entertain the opinion that the increased consumption would repay the Commissioners.

Appendix D.
State and prospects of Education generally in District, as regards Schools and their Teachers.

District 56, Mallow; Mr. MacLochlin.—The general condition of the schools as regards teachers and pupils evidences some traces of improvement. Much, however, remains to be accomplished before it may be pronounced as satisfactory.

District 57, Killarney; Mr. Macnamara.—The teachers, during the year, while discharging their official duties creditably as a general rule, with scarce any exceptions, demeaned themselves respectably in all their social relations. They continue to be animated by a professional spirit and seem satisfied with their calling. In the social scale they occupy a reasonably respectable status, and I dare say in many places their circumstances appeared independent in the eyes of neighbours who had difficulties to encounter in consequence of unusual untoward circumstances affecting their industry.

A large number of teachers in this district endure great privation of the measure of domestic comfort their mental superiority and improved tastes naturally inspire them to wish for, from the difficulty of procuring lodging accommodation in their respective neighbourhoods. The consideration of this point is the more painful as there appears no prospect of a remedy for it.

The moral tone of the schools appears to me one of their most satisfactory results, and the Christian knowledge the pupils acquire in them places them under lasting obligation to the schools and teachers.

The duties of management continue discharged as heretofore.

There are no difficulties hindering the extension of education in this district peculiar to it. I am happy to say that the schools are gradually increasing in number, and I think the wants of all parts of the district may yet be fully satisfied as regards National Education.

District 58, Bantry; Mr. H. W. M. Rodgers.—I. With the exception of the very old and infirm, the teachers are generally availing themselves of the benefit of any suggestions left for their guidance. In almost every school in this district I noticed defects which were of so grave a kind as to call for special mention, and although these were in part the result of a habitually bad method, I am happy to be able to state that the teachers submit to such correction with a great respect and thankfulness. Although their employment is a very arduous one, and not fairly remunerated by local parties, yet teachers, finding the avenues to other employments closed against them, seem to be devoted to it as the profession of their lives. Notwithstanding the reiterated statements of the Commissioners that the salary from the Board is meant to aid and not to supersede local efforts, still it is very generally supposed that the opposite is the case, and until something is done to counteract this pernicious error, the position of many teachers will be very wretched, and the cause of education will greatly suffer.

II. As regards the moral tone of the schools, my opinion is, in the main, favourable. A Christian spirit is maintained in the intercourse of the pupils with each other and with their instructors. I regret to say, however, that I have noticed the prevalence of a habit which, though it may appear trifling in the eyes of those unaccustomed to govern the young, I regard as a most serious abuse; I mean the practice of stealthy prompting. I have been striving to put down this practice, opposed as it is to truthfulness and honesty, and I hope I have succeeded to a great extent.

III. Taking everything into consideration, the local management, which is almost entirely in the hands of parish priests of the Roman Catholic Church, deserves considerable

Appendix D. praise. Respectful attention is generally given by them to any suggestions made in a proper spirit, and in most cases the great poverty of the people is the cause of what, to a superficial observer, might appear neglect. Managers, however, require to be made more fully aware of the necessity of adding the weight of their influence to the suggestions left by the Inspector.

State and
prospects of
Education
generally in
District, as
regards
Schools and
their Teach-
ers.

IV. One great impediment to the extension of National Education is to be found in the ignorance and prejudices which prevail regarding its principles and objects. Such hinderances can be removed only by the instrumentality of those gradual agencies which follow in the wake of true enlightenment and philanthropy. With regard to its improvement, the principle point to aim at is to raise the character of inspectors and teachers, and this the Commissioners are constantly striving to effect by giving every reward in their power to worth, industry, and learning. A vast work, however, still remains to be done in the way of diffusing and rendering more permanent improved methods of teaching, and also in dispelling from the minds of teachers the erroneous impressions which they entertain as to the nature and extent of their duties.

District 59, Dunmanway; Mr. O'Connell.—I do not intend making any observations with reference to these points for the year 1862.

District 60, Cork; Mr. Sheehy.—No observations this year.

APPENDIX E.

SUMMARIES OF TABLES RETURNED BY THE DISTRICT INSPECTORS
IN THEIR ANNUAL REPORTS FOR 1862.

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* The Inspectors are expected to make three inspections of their schools during the year, but of only *one* of these are they required to give in their Reports *full tabulated details* of the results of their examination of the pupils; and it is from this one only that the particulars for this Table, No. 7, are taken, and which, therefore, exhibits neither the *total* results of the entire annual inspection, nor the actual proficiency of *all* the pupils enrolled during the year, but only the results of *one* round of inspection, and the proficiency only of the pupils *then* found present and examined. But, on the well-known principle of averages, such proficiency may be taken as a fair index of the educational *status* of the pupils, as a whole; the more especially, as no means are taken to secure a favourable selection.

TABLE NO. 1.—Classification of 5,679 National Schools in Fifty-eight School Districts, in regard to Heads indicated in the following Table.

Number of District.	Number of Schools returned.	Building, Repairs, &c.				Furniture and Apparatus.				Premises, Play-grounds.				Out-Offices.			
		Good	Fair.	Mid.	Bad.	Good	Fair.	Mid.	Bad.	Good	Fair.	Mid.	Bad or none.	Good	Fair.	Mid.	Bad or none
1.	90	52	19	11	8	52	18	13	7	28	9	—	53	21	—	1	68
2.	95	49	19	24	3	46	40	8	1	45	39	5	6	53	22	8	12
3.	96	42	33	13	8	38	41	13	4	23	34	14	25	28	30	5	33
4.	111	50	30	20	11	21	56	25	9	26	26	17	42	24	19	12	56
5.	111	75	21	11	4	50	44	14	3	5	22	13	71	17	8	19	67
6.	115	47	41	15	12	43	50	14	8	32	18	3	62	33	17	—	65
7.	127	23	60	26	18	23	60	25	19	21	63	24	19	17	47	14	49
8.	128	97	31	—	—	91	26	11	—	79	12	27	10	79	11	22	16
9.	81	35	30	15	1	32	29	18	2	30	32	8	11	31	31	8	11
10.	105	74	23	6	2	60	31	14	—	40	30	20	15	38	31	17	19
11.	98	88	33	11	11	86	34	11	12	17	13	—	63	21	17	1	54
12.	115	46	40	23	6	53	37	18	7	17	16	13	69	20	6	2	87
13.	99	28	38	20	13	30	43	14	12	5	8	13	73	6	11	1	71
14.	102	29	44	3	26	35	37	21	9	12	16	4	70	15	17	1	69
15.	119	22	43	37	17	14	40	49	16	8	27	19	65	10	18	16	75
16.	140	84	43	9	4	54	65	20	1	51	59	17	13	55	40	5	40
17.	112	45	53	13	1	59	48	4	1	54	31	4	23	54	21	6	31
18.	113	60	12	25	16	70	10	23	10	11	5	16	81	20	3	6	84
19.	98	28	34	33	3	31	30	34	3	11	19	28	40	12	10	40	36
20.	86	27	21	25	13	6	35	34	11	5	2	74	7	2	2	2	75
21.	101	36	34	21	10	18	47	28	8	19	21	6	55	21	14	4	62
22.	116	15	49	31	21	17	51	46	2	5	33	27	51	14	20	5	77
23.	104	50	42	25	17	36	50	35	13	28	30	28	48	17	14	17	86
24.	116	52	41	18	5	37	49	24	6	31	34	23	28	30	21	11	54
25.*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
26.	74	34	23	11	6	39	17	9	9	29	17	13	15	31	11	2	30
27.	99	16	24	36	23	13	22	40	24	15	25	29	30	11	12	12	64
28.*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
29.	92	72	14	6	—	52	32	8	—	48	28	16	—	56	25	1	10
30.	68	29	17	9	13	25	24	8	11	11	19	12	26	14	24	17	13
31.	111	33	54	20	4	29	67	15	—	17	4	2	88	10	10	4	87
32.	80	44	—	31	5	42	—	33	5	41	—	15	24	40	—	—	40
33.	104	64	32	5	3	45	46	13	—	32	27	24	21	23	33	16	32
34.	71	36	13	11	11	28	20	14	14	18	19	12	22	18	17	7	29
35.	90	50	18	17	5	33	30	23	4	41	22	19	8	26	13	10	41
36.	91	42	30	14	5	34	37	12	8	34	10	18	29	26	11	10	44
37.	98	32	41	17	8	36	41	14	7	23	23	33	19	28	21	20	29
38.	67	43	14	10	—	43	14	10	—	31	20	11	5	44	11	7	5
39.	79	27	27	20	5	34	32	11	2	1	8	7	63	8	33	9	29
40.	69	22	28	24	15	26	29	22	12	13	9	23	44	16	14	15	44
41.	84	35	30	13	6	26	26	23	9	6	19	26	33	7	10	27	40
42.	80	53	11	10	6	64	4	11	1	39	9	7	25	38	12	7	23
43.	111	82	18	9	2	80	27	4	—	19	36	—	56	32	20	1	58
44.	86	77	—	6	3	67	3	15	1	46	—	16	24	36	—	23	27
45.	104	29	50	23	2	23	53	26	2	16	33	27	28	23	20	10	51
46.	112	49	49	14	—	34	64	14	—	16	58	24	14	17	19	8	68
47.	87	39	18	27	3	38	19	28	2	33	10	18	26	30	10	17	30
48.	88	49	25	14	—	48	32	8	—	45	20	10	13	38	10	10	30
49.	92	53	26	10	3	43	34	12	3	28	19	14	31	27	21	9	35
50.	94	29	49	14	2	25	49	16	4	21	38	20	15	20	18	13	43
51.	89	52	21	14	2	50	20	18	1	30	18	16	25	27	22	12	28
52.	98	61	23	8	6	59	27	10	2	47	15	8	28	52	5	2	39
53.	83	64	13	4	2	58	20	3	2	50	13	—	20	39	5	5	34
54.	90	43	20	13	14	41	16	21	12	35	24	12	19	24	6	6	54
55.	94	33	23	26	12	35	25	18	16	10	30	32	22	11	19	16	48
56.	92	43	31	5	13	43	31	4	14	26	26	3	37	22	36	3	21
57.	92	56	12	18	6	56	16	18	2	51	12	24	5	51	10	9	22
58.	88	17	25	33	13	12	39	30	7	17	10	13	48	24	3	4	57
59.	89	24	41	12	12	25	39	13	12	10	17	7	55	19	22	11	37
60.	110	76	23	10	1	68	35	6	1	42	42	4	22	42	20	2	37
Total.	5,679	2,612	1,677	949	441	2,321	1,961	1,046	351	1,544	1,392	846	2,007	1,583	962	558	2,576
Per cent.	—	46.0	29.5	16.7	7.8	40.9	34.5	18.4	6.2	27.2	22.6	14.9	35.3	27.9	17.0	9.8	45.3

• No Returns received.

TABLE No. 2.—Classification of 5,669 National Schools in Fifty-eight School Districts, as to amount of Accommodation (allowing *eight* square feet to each Pupil).

Number of District.	Number of Schools returned.	Numbers respectively capable of accommodating					No. of District.
		Not more than 50 pupils.	50 but under 75 pupils.	75 but under 100 pupils.	100 but under 150 pupils.	Above 150 pupils.	
1, . . .	90	46	30	6	8	—	1
2, . . .	95	29	33	17	7	9	2
3, . . .	96	33	38	20	5	—	3
4, . . .	111	48	51	10	1	1	4
5, . . .	111	55	42	10	2	2	5
6, . . .	112	39	53	19	1	—	6
7, . . .	127	51	63	9	4	—	7
8, . . .	123	28	36	30	23	11	8
9, . . .	81	20	32	17	8	4	9
10, . . .	105	18	45	25	14	3	10
11, . . .	93	42	25	22	4	—	11
12, . . .	115	71	27	10	5	2	12
13, . . .	99	61	22	15	—	1	13
14, . . .	102	55	32	11	3	1	14
15, . . .	119	41	59	18	1	—	15
16, . . .	140	38	57	29	9	7	16
17, . . .	111	27	55	20	7	2	17
18, . . .	113	48	47	13	4	1	18
19, . . .	98	22	39	25	9	3	19
20, . . .	92	55	24	8	4	1	20
21, . . .	101	40	39	21	1	—	21
22, . . .	116	48	59	6	1	2	22
23, . . .	134	60	45	22	6	1	23
24, . . .	117	41	47	20	6	3	24
25,* . . .	—	—	—	—	—	—	25
26, . . .	74	11	21	34	8	—	26
27, . . .	86	22	30	22	6	6	27
28,* . . .	—	—	—	—	—	—	28
29, . . .	105	38	37	19	5	6	29
30, . . .	68	8	23	18	11	8	30
31, . . .	111	74	31	5	1	—	31
32, . . .	80	29	26	19	4	2	32
33, . . .	104	38	38	15	11	2	33
34, . . .	67	17	16	16	7	11	34
35, . . .	84	24	36	17	6	1	35
36, . . .	91	13	37	28	4	9	36
37, . . .	98	20	40	15	17	6	37
38, . . .	67	5	15	8	16	23	38
39, . . .	79	19	19	27	9	5	39
40, . . .	89	30	28	12	8	11	40
41, . . .	88	16	28	21	9	14	41
42, . . .	80	21	15	30	8	6	42
43, . . .	106	23	41	39	3	—	43
44, . . .	86	9	28	24	15	10	44
45, . . .	104	21	35	26	11	11	45
46, . . .	113	22	52	23	6	10	46
47, . . .	87	16	26	26	6	13	47
48, . . .	90	6	40	30	7	7	48
49, . . .	92	13	25	22	18	14	49
50, . . .	97	23	45	13	6	10	50
51, . . .	89	23	39	14	2	11	51
52, . . .	98	22	43	25	6	2	52
53, . . .	83	13	41	19	5	5	53
54, . . .	90	13	29	28	13	7	54
55, . . .	94	27	32	26	4	5	55
56, . . .	92	21	31	25	11	4	56
57, . . .	92	13	36	29	8	6	57
58, . . .	85	41	27	12	5	—	58
59, . . .	89	28	25	21	6	9	59
60, . . .	105	16	33	23	17	16	60
Total, . .	5,669	1,751	2,068	1,134	412	304	
Per cent.,	—	30.9	36.5	20.0	7.3	5.3	

* No returns received.

TABLE No. 3.—Showing the Ages of the Pupils on the Rolls of 5,537 National

Number of District.	Number of Schools returned.	Under 5 years.		5 years and under 6.		6 years and under 7.		7 years and under 8.		8 years and under 9.		9 years and under 10.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1, .	83	143	129	244	191	290	289	381	286	358	319	356	272
2, .	83	212	295	319	316	440	413	451	471	502	464	425	405
3, .	98	214	236	341	295	370	385	398	425	436	365	365	341
4, .	108	258	297	445	422	535	451	591	497	537	466	564	460
5, .	111	288	367	392	408	494	469	545	442	576	425	531	408
6, .	106	186	185	292	304	405	391	496	430	501	497	492	385
7, .	127	361	230	261	249	360	400	484	453	539	510	622	479
8, .	123	849	592	866	952	1,019	1,086	992	979	1,020	974	867	820
9, .	87	423	380	794	582	863	751	859	632	862	741	795	627
10, .	108	427	420	573	522	577	552	734	609	646	584	674	535
11, .	92	178	175	265	248	348	308	372	358	414	359	365	278
12, .	115	209	260	380	392	570	556	609	596	627	616	583	575
13, .	97	204	170	289	234	396	322	376	324	393	335	375	294
14, .	101	196	244	307	308	432	396	367	411	395	393	378	366
15, .	118	269	224	423	381	599	463	624	545	594	514	635	462
16, .	140	418	528	609	625	756	729	781	723	771	763	761	612
17, .	112	343	363	460	391	595	485	616	523	671	555	605	488
18, .	111	275	250	416	347	555	417	590	478	549	462	549	463
19, .	97	262	410	285	415	447	534	497	516	557	591	529	511
20, .	87	225	271	315	293	365	343	423	349	425	342	317	296
21, .	100	193	295	342	353	610	559	714	591	797	670	703	607
22, .	116	301	326	410	402	638	653	677	630	722	659	753	574
23, .	128	300	297	402	370	550	533	570	502	600	558	537	537
24, .	111	192	230	346	309	454	426	482	476	589	529	549	506
25,* .	-	-	-	-	-	-	-	-	-	-	-	-	-
26, .	76	102	183	222	209	453	271	442	300	509	323	408	314
27, .	105	157	449	313	457	446	604	582	615	669	688	581	627
28,* .	-	-	-	-	-	-	-	-	-	-	-	-	-
29, .	92	155	127	201	204	304	218	324	293	391	304	387	330
30, .	67	524	485	403	341	455	364	423	408	421	372	444	390
31, .	108	150	174	856	312	468	435	521	465	534	489	444	467
32, .	78	124	155	245	296	350	353	452	424	472	446	484	419
33, .	99	112	156	208	291	383	369	394	381	460	367	463	415
34, .	59	74	435	174	350	398	390	341	413	392	427	375	407
35, .	85	191	236	301	308	350	398	408	416	454	466	443	418
36, .	89	173	463	243	368	297	398	409	404	442	443	412	464
37, .	97	161	258	274	280	382	360	467	440	476	499	474	485
38, .	67	913	1,273	764	766	313	896	742	975	792	1,011	724	838
39, .	79	130	189	231	273	294	355	402	371	421	367	441	412
40, .	89	251	413	310	326	441	448	565	481	557	583	581	574
41, .	81	209	412	297	362	381	378	446	482	478	484	432	463
42, .	80	137	232	234	254	314	349	377	349	441	371	369	372
43, .	106	130	174	282	330	411	413	491	499	503	537	493	478
44, .	75	119	148	248	247	307	290	355	372	392	427	419	262
45, .	100	107	208	288	410	432	489	535	623	619	603	619	627
46, .	107	128	276	388	412	554	511	645	572	639	614	698	549
47, .	86	205	245	298	245	346	315	402	331	461	380	508	430
48, .	81	231	237	331	297	379	607	458	420	475	347	451	387
49, .	97	166	321	246	366	356	393	396	434	404	401	503	429
50, .	88	98	288	190	265	299	416	369	448	407	423	459	510
51, .	82	82	551	174	505	307	606	365	645	390	634	377	638
52, .	96	193	410	330	460	438	507	541	571	544	601	557	582
53, .	83	89	220	164	275	276	303	344	383	345	410	390	395
54, .	88	127	310	304	402	455	469	527	552	552	611	535	539
55, .	89	90	266	293	266	383	354	413	412	472	442	534	472
56, .	78	186	148	392	262	341	315	425	339	447	376	468	358
57, .	86	130	393	248	347	466	466	487	492	518	537	497	465
58, .	88	90	98	208	256	358	342	443	361	474	414	439	377
59, .	95	133	318	271	369	377	488	505	545	589	596	569	600
60, .	102	363	953	538	730	631	786	811	770	766	797	830	794
Total, .	5,537	12,156	18,378	19,690	21,250	26,317	26,567	29,436	28,332	30,937	29,435	30,138	27,583
Per cent. .		5.9		7.6		9.8		10.8		11.2		10.7	

* No returns received.

Schools in Fifty-eight School Districts, during quarter ended 31st December, 1862.

10 years and under 11.		11 years and under 12.		12 years and under 13.		13 years and under 14.		14 years and under 15.		15 years and above 15.		Total.	Average Ages.		Number of District.												
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		M.	F.													
365	270	286	230	279	164	197	116	174	96	274	106	5,815	10.0	9.0	1												
433	395	340	276	324	250	218	158	183	107	247	130	7,774	8.5	8.0	2												
374	361	328	275	269	238	199	154	157	114	233	127	6,990	9.1	8.6	3												
485	368	426	328	314	235	204	131	166	101	294	98	8,693	9.6	9.4	4												
486	392	367	291	311	226	232	136	150	85	196	100	8,311	9.0	8.5	5												
440	385	428	331	378	281	283	172	214	129	361	108	8,075	9.1	8.8	6												
544	429	525	390	455	335	327	171	231	114	407	117	8,993	10.0	9.3	7												
773	764	583	542	391	335	206	299	123	96	114	119	15,361	8.7	8.5	8												
763	639	498	422	429	283	242	168	135	69	146	137	12,240	8.9	8.6	9												
710	553	531	359	488	328	319	191	228	106	223	103	10,992	9.3	8.7	10												
384	324	355	248	302	235	278	184	211	125	443	178	6,935	10.0	9.1	11												
615	600	542	473	483	468	431	310	308	190	419	211	11,023	10.0	9.5	12												
400	313	338	241	328	161	238	140	150	87	314	69	6,561	9.8	9.1	13												
372	302	358	275	304	228	199	149	169	90	266	122	7,027	9.3	9.0	14												
564	438	529	346	446	313	322	175	234	107	318	151	9,676	9.5	9.2	15												
742	584	547	444	510	350	382	275	226	153	304	159	12,752	9.3	8.8	16												
598	517	491	340	443	320	344	197	216	144	236	117	10,058	9.4	9.0	17												
568	455	513	360	446	298	353	207	253	138	405	154	9,491	9.0	8.5	18												
511	486	454	521	435	449	376	267	262	246	380	346	10,287	10.4	10.2	19												
386	315	317	223	346	195	216	127	154	98	255	98	6,694	9.1	8.4	20												
669	619	534	503	467	432	355	316	268	171	407	215	11,390	9.6	9.3	21												
763	633	634	538	593	428	396	340	294	231	413	250	12,308	9.8	9.5	22												
554	519	485	408	467	103	405	306	302	189	494	302	10,590	10.3	10.0	23												
594	506	508	431	495	384	388	299	314	205	585	311	10,058	10.4	9.7	24												
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25												
457	290	304	223	384	208	197	139	156	101	224	110	6,529	9.6	9.2	26												
616	629	476	542	482	411	293	323	247	237	329	234	11,007	10.0	9.3	27												
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28												
355	309	331	301	311	265	209	204	169	150	189	152	6,203	9.4	9.5	29												
384	358	340	323	233	235	132	164	62	94	32	31	7,418	7.9	8.1	30												
496	499	491	452	447	400	353	327	267	212	476	258	9,493	9.6	9.3	31												
447	372	409	295	385	295	288	152	236	135	299	90	7,623	9.9	9.8	32												
459	423	397	332	352	297	260	184	161	164	162	145	7,335	9.7	9.1	33												
401	407	387	349	339	314	264	231	184	156	248	167	7,623	9.8	8.8	34												
448	420	429	369	372	333	291	241	217	150	238	125	8,022	10.1	9.4	35												
462	502	404	407	324	355	249	283	144	192	192	200	8,235	9.8	9.4	36												
493	463	465	460	407	414	283	269	172	181	147	142	8,457	9.9	9.9	37												
693	886	407	864	267	635	187	255	84	197	91	179	15,252	7.0	8.0	38												
440	371	460	389	432	356	314	262	252	212	242	237	7,857	10.2	10.3	39												
537	596	454	593	360	559	248	379	151	192	121	185	9,905	9.5	9.6	40												
418	527	325	434	353	399	254	270	185	201	159	164	8,513	9.0	8.9	41												
380	313	370	281	376	267	297	214	224	210	233	118	7,162	10.0	9.0	42												
509	536	466	420	476	389	389	298	309	230	321	213	9,288	10.0	9.5	43												
419	333	348	323	368	300	282	222	198	160	211	135	6,885	9.5	8.8	44												
582	629	526	509	459	499	424	364	293	319	535	334	11,033	10.0	9.4	45												
624	546	607	476	597	510	511	377	404	318	591	312	11,859	9.8	9.9	46												
490	452	447	456	406	394	368	285	275	210	300	251	8,550	9.5	9.5	47												
458	402	441	355	401	325	334	240	213	167	233	187	8,386	10.0	9.5	48												
475	415	451	388	441	416	340	338	297	220	284	200	8,680	10.2	9.6	49												
507	550	407	418	374	402	267	313	221	206	232	147	8,216	9.7	9.6	50												
104	613	328	595	354	578	265	446	211	337	289	267	9,965	9.1	9.0	51												
539	587	478	488	454	500	420	412	352	320	586	361	11,231	10.3	9.4	52												
396	410	398	324	343	302	297	264	168	177	340	154	9,717	10.1	9.3	53												
482	523	447	471	423	467	302	367	257	298	441	385	10,196	10.0	9.6	54												
445	499	474	324	383	384	413	295	322	266	413	266	8,881	10.0	10.3	55												
473	391	454	351	407	317	340	230	293	189	364	226	8,032	9.7	9.5	56												
501	526	454	461	430	440	389	369	299	265	470	296	9,946	10.3	9.7	57												
436	412	451	348	374	314	271	234	211	171	364	183	7,629	8.2	7.8	58												
616	523	479	508	430	451	316	395	240	275	296	328	10,222	10.5	10.2	59												
788	831	760	855	675	750	490	556	330	407	312	428	16,001	9.2	8.9	60												
29,708		27,766		25,782		23,489		23,326		20,830		17,647		14,890		12,946		10,510		17,748		11,038		536,899	-	-	
10.7		9.2		8.2		6.1		4.4		5.4																	

TABLE No. 4.—Classification of 5,553 National Schools in Fifty-eight School Districts, as to the nature of the Average Daily Attendance commanded by them.

Number of District.	Number of Schools returned.	Number of Schools respectively in which the average daily attendance of pupils is						Average as per School of those under 30.	Average as per School for entire District.	Average attendance in Ordinary National Schools.*	Proportion per cent. of average attendance to average number on rolls throughout the year.	
		Under 30.	30 but under 40.	40 but under 50.	50 but under 70.	70 but under 100.	100 and above.				In all Schools.	In the Ordinary National Schools.
1,	83	38	33	10	2	—	—	24.0	32.5	35.5	48.2	47.8
2,	86	23	31	12	14	4	—	24.0	44.0	39.1	53.7	51.2
3,	89	36	35	14	3	1	—	25.8	35.5	33.9	56.0	53.0
4,	111	31	46	23	9	—	2	25.0	39.0	36.6	52.0	51.6
5,	111	32	42	21	12	4	—	25.3	38.1	37.0	56.2	55.1
6,	104	25	51	16	9	3	—	23.3	36.8	36.1	51.9	51.7
7,	127	50	52	13	11	1	—	24.0	34.0	34.0	50.5	50.5
8,	128	15	19	21	30	30	13	26.0	71.0	68.7	68.0	68.0
9,	81	7	17	16	17	14	10	24.1	73.6	59.6	64.0	60.7
10,	105	12	23	19	27	21	3	23.4	55.2	53.2	63.1	62.9
11,	92	42	28	8	13	—	1	24.4	33.9	35.4	51.0	51.5
12,	115	24	43	26	20	1	1	25.6	40.9	39.5	47.2	46.2
13,	97	53	30	9	3	1	1	24.4	31.6	30.4	48.6	48.0
14,	101	42	39	14	3	2	1	25.0	33.6	32.0	52.5	50.8
15,	118	41	45	19	12	1	—	22.1	34.9	34.4	46.2	46.0
16,	140	36	41	31	19	10	3	26.2	42.2	41.7	51.7	51.4
17,	111	24	40	18	22	7	—	25.5	42.3	41.7	53.6	53.5
18,	106	45	31	15	14	1	—	24.0	35.0	34.0	48.0	47.0
19,	98	14	26	29	19	8	2	24.8	49.4	43.3	50.2	47.9
20,	83	41	30	7	3	1	1	23.9	34.6	32.0	47.0	45.8
21,	99	14	27	22	25	9	2	25.6	49.3	48.3	47.6	48.3
22,	116	14	44	22	25	11	—	26.4	45.4	45.0	48.3	47.7
23,	134	60	41	16	15	1	1	22.6	34.0	33.3	51.0	51.3
24,	114	33	38	21	20	2	—	25.2	38.8	38.4	45.9	44.6
25,†	—	—	—	—	—	—	—	—	—	—	—	—
26,	72	33	20	9	5	4	1	24.6	36.0	36.6	46.0	45.6
27,	105	16	37	29	18	3	2	26.4	45.4	41.0	48.2	47.2
28,†	—	—	—	—	—	—	—	—	—	—	—	—
29,	92	32	42	8	8	2	—	25.6	39.2	35.0	56.4	54.5
30,	67	8	15	11	16	12	5	25.0	56.3	37.7	62.0	58.2
31,	108	27	48	25	6	2	—	26.2	36.9	37.0	45.8	45.6
32,	78	17	26	14	16	4	1	24.3	42.1	41.5	50.7	50.0
33,	104	39	35	20	7	1	2	26.0	36.5	34.5	52.1	45.0
34,	62	12	23	10	8	2	7	21.6	61.9	34.9	60.2	53.5
35,	86	27	36	5	12	4	2	26.2	41.6	38.0	51.0	48.5
36,	89	24	34	16	7	5	3	23.3	44.7	35.6	54.7	49.7
37,	98	35	22	20	11	7	3	24.5	43.0	39.2	54.7	53.6
38,	67	1	6	9	9	10	32	20.0	98.0	82.0	52.2	53.0
39,	79	22	31	6	12	3	5	27.3	44.2	40.2	50.4	49.5
40,	89	18	29	14	12	8	8	25.0	54.0	44.6	53.4	51.0
41,	81	23	27	10	11	4	6	23.9	45.4	36.4	48.9	47.5
42,	80	20	28	11	15	5	1	24.1	44.4	42.5	53.7	52.1
43,	106	19	31	26	25	5	—	26.0	44.6	42.5	54.0	52.4
44,	82	12	24	19	15	8	4	24.5	53.7	45.5	54.2	52.9
45,	101	15	35	16	21	10	4	24.3	48.7	45.4	51.1	50.1
46,	107	8	23	22	32	19	3	25.4	59.0	55.0	56.1	54.9
47,	86	14	25	15	24	2	6	25.0	51.0	46.0	56.0	54.0
48,	88	5	18	19	32	9	5	27.4	58.1	51.9	58.4	57.9
49,	91	9	36	19	17	8	2	23.7	47.5	45.9	57.0	55.8
50,	94	34	32	12	9	2	5	23.0	43.0	34.0	49.0	46.0
51,	89	11	23	24	17	8	6	27.0	62.0	43.5	56.2	54.4
52,	96	5	10	11	45	20	5	25.0	63.0	59.0	59.0	58.0
53,	83	17	30	12	14	7	3	26.5	46.4	40.2	58.9	55.5
54,	89	15	16	24	23	2	9	24.2	56.9	47.4	54.8	52.2
55,	93	12	17	21	27	13	3	26.0	53.0	51.8	54.0	53.5
56,	78	7	21	19	20	9	2	26.7	57.0	50.0	34.8	39.8
57,	86	19	16	13	19	10	9	25.2	59.8	47.8	59.6	57.0
58,	85	18	30	18	16	2	1	24.0	40.1	40.8	55.0	54.9
59,	89	10	27	22	20	3	7	25.1	55.1	45.1	57.5	53.4
60,	102	2	25	25	23	13	14	27.0	82.4	55.6	58.2	58.2
Total,	5,553	1,338	1,750	976	919	359	211	—	—	—	—	—
Per cent.,	—	24.1	1.5	17.6	16.5	6.5	3.8	—	—	—	—	—

* Excluding Model Schools, Convent Schools, and Poor Law Union Schools. † No returns received.

TABLE No. 5.—Exhibiting State of Attendance for year ended 31st December, 1862, in 5,542 Schools. Prison Schools and Evening Schools excluded.

No. of District.	No. of Schools.	Total No. of <i>Individual Pupils</i> appearing on Rolls for the year ended 31st December, 1862.		Total No. of <i>Individual Pupils</i> STRUCK OFF Rolls during the year ended 31st Dec., 1862.		Total No. of <i>Individual Pupils</i> ADMITTED to the Schools in the year ended 31st December, 1862.	
		M.	F.	M.	F.	M.	F.
1, .	83	4,858	3,768	1,931	1,586	1,678	1,338
2, .	88	6,479	5,467	3,047	2,566	2,727	2,297
3, .	97	5,190	4,513	2,064	1,802	2,032	1,804
4, .	109	7,370	5,707	3,476	2,688	3,100	2,447
5, .	111	6,518	5,539	2,820	2,570	2,551	2,349
6, .	106	6,144	4,856	2,444	1,998	2,013	1,731
7, .	127	8,325	6,071	3,898	2,831	3,401	2,521
8, .	128	11,725	10,533	5,584	4,790	5,946	5,431
9, .	87	10,291	8,305	4,526	3,454	5,054	3,989
10, .	108	8,458	6,936	3,505	3,147	3,726	3,301
11, .	92	5,367	4,191	2,169	1,724	1,772	1,450
12, .	115	7,526	6,976	2,983	2,765	3,015	2,631
13, .	97	5,335	3,977	2,083	1,681	2,091	1,524
14, .	101	5,229	4,699	2,127	1,932	1,763	1,743
15, .	118	7,741	5,722	3,346	2,626	3,083	2,382
16, .	140	9,855	8,449	4,422	3,727	4,432	3,747
17, .	112	7,389	5,883	3,251	2,724	2,929	2,534
18, .	111	7,524	5,563	3,479	2,643	3,278	2,443
19, .	97	5,400	5,546	1,145	1,045	845	960
20, .	86	4,951	3,883	1,872	1,414	1,891	1,407
21, .	98	9,122	7,492	4,449	3,336	4,766	3,727
22, .	116	8,559	7,600	3,397	3,060	3,724	3,435
23, .	128	7,369	6,428	3,052	2,856	3,136	2,765
24, .	111	7,735	6,559	3,523	2,967	3,236	2,857
25,* .	—	—	—	—	—	—	—
26, .	74	5,012	3,507	2,164	1,308	1,387	1,183
27, .	105	7,247	8,003	2,937	2,998	3,311	3,417
28,* .	—	—	—	—	—	—	—
29, .	92	4,443	3,743	1,583	1,276	1,507	1,186
30, .	67	5,628	5,098	2,593	2,184	2,505	2,132
31, .	108	6,312	5,650	2,077	1,805	1,982	1,847
32, .	78	5,799	4,762	2,313	2,055	2,914	2,212
33, .	99	4,887	4,880	1,718	1,969	1,765	2,068
34, .	59	4,508	5,139	1,618	1,774	2,034	2,161
35, .	85	5,556	5,100	2,084	1,859	2,390	2,137
36, .	89	5,109	6,114	1,994	2,516	2,134	2,702
37, .	97	5,546	5,480	2,046	1,860	1,993	1,737
38, .	67	12,600	13,006	7,449	5,823	8,093	6,769
39, .	79	5,091	4,748	1,836	1,520	1,875	1,572
40, .	89	6,147	7,037	2,543	2,699	2,651	2,859
41, .	81	5,575	6,049	2,338	2,427	2,247	2,267
42, .	80	4,784	4,342	1,716	1,479	1,824	1,559
43, .	106	6,491	6,142	2,565	2,385	2,421	2,393
44, .	75	4,624	4,223	1,418	1,392	1,574	1,439
45, .	100	7,091	7,226	2,853	3,068	2,802	3,090
46, .	107	7,852	6,887	2,704	2,520	2,952	2,719
47, .	86	5,517	5,083	1,835	1,703	1,957	1,529
48, .	81	5,579	4,727	2,043	1,517	2,036	1,597
49, .	97	5,532	5,549	2,003	1,978	1,950	1,963
50, .	88	4,707	5,691	1,951	2,161	1,913	2,136
51, .	82	4,721	8,348	1,706	2,874	1,797	2,845
52, .	96	7,022	7,475	2,499	2,577	2,615	2,915
53, .	83	4,583	4,690	1,810	1,721	1,787	1,911
54, .	88	6,559	6,991	2,757	2,634	2,707	2,635
55, .	89	6,124	5,506	2,423	2,102	2,526	2,083
56, .	78	5,463	4,347	2,039	1,639	2,041	1,842
57, .	86	6,208	6,383	2,182	2,253	2,626	2,459
58, .	88	5,199	4,473	2,012	1,626	1,937	1,693
59, .	95	4,821	5,401	842	999	975	1,070
60, .	102	9,929	12,098	4,301	5,014	4,817	4,782
Total, .	5,542	376,726	348,561	153,545	137,647	153,734	139,722

* No returns received.

TABLE No. 6.—Exhibiting the Classification of the Pupils on the

Number of District.	Number of Schools returned.	Number on Rolls at opening of year as transferred from Old Rolls.											
		I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1, .	83	1,430	1,138	677	622	496	344	375	234	180	92	22	5
2, .	88	1,461	1,436	1,147	929	582	494	405	234	142	77	15	—
3, .	97	1,243	1,153	989	804	371	405	421	261	96	55	38	31
4, .	109	1,458	1,112	1,138	980	699	549	645	461	327	158	3	—
5, .	111	1,236	1,128	1,067	861	719	554	613	450	320	197	12	—
6, .	106	1,415	1,286	1,124	879	750	498	501	327	319	127	22	8
7, .	127	1,576	1,356	1,425	1,055	791	575	738	413	384	150	10	1
8, .	128	2,098	2,090	1,620	1,350	924	834	703	546	348	261	86	21
9, .	87	1,895	1,638	1,543	1,147	844	632	654	450	275	121	26	28
10, .	108	1,679	1,485	1,184	930	838	625	740	454	291	141	—	—
11, .	92	1,285	1,112	996	845	573	431	491	250	208	100	42	3
12, .	115	1,515	1,517	1,264	1,221	796	872	598	486	301	242	37	7
13, .	97	1,008	833	871	697	572	473	542	348	239	99	12	3
14, .	101	1,244	1,182	965	887	532	467	444	322	227	90	54	8
15, .	113	1,709	1,334	1,229	978	711	533	675	400	327	94	7	1
16, .	140	1,930	1,833	1,382	1,303	950	793	752	507	361	198	48	48
17, .	112	1,480	1,179	1,355	1,011	694	586	628	416	297	154	6	3
18, .	111	1,260	1,011	1,114	980	819	609	729	424	308	92	16	4
19, .	97	1,649	1,901	1,227	1,120	705	705	734	637	232	177	8	26
20, .	86	1,358	1,181	737	615	424	334	423	284	106	62	13	—
21, .	98	2,053	1,860	1,207	1,015	570	498	352	284	174	108	4	—
22, .	116	1,654	1,388	1,323	1,161	873	846	591	530	372	240	18	—
23, .	128	1,306	1,166	1,178	1,031	907	760	538	489	297	217	7	—
24, .	111	1,280	1,179	1,292	1,122	836	689	684	517	373	195	34	—
25, .	—	—	—	—	—	—	—	—	—	—	—	—	—
26, .	74	1,660	1,045	894	623	458	357	428	241	183	58	2	—
27, .	105	1,479	2,146	1,129	1,133	584	647	504	459	232	190	8	6
28, .	—	—	—	—	—	—	—	—	—	—	—	—	—
29, .	92	879	731	775	674	561	545	411	382	290	227	20	8
30, .	67	1,502	1,390	876	766	403	429	243	273	99	106	—	2
31, .	108	1,506	1,350	1,309	1,241	753	642	558	443	198	126	6	1
32, .	78	1,126	1,167	854	736	455	375	323	211	121	61	6	—
33, .	99	991	913	980	838	627	556	386	352	136	148	2	5
34, .	59	904	1,410	641	747	419	407	309	249	168	142	33	23
35, .	85	1,308	1,264	966	926	414	378	333	221	144	120	1	4
36, .	89	1,068	1,336	914	922	468	685	392	329	125	126	8	14
37, .	97	1,118	1,248	1,086	994	636	729	460	465	240	294	13	13
38, .	67	2,674	3,176	1,042	1,430	434	902	296	398	61	299	—	32
39, .	79	1,002	1,016	955	883	604	637	414	363	223	263	18	14
40, .	89	1,481	1,859	984	1,015	544	688	320	393	149	195	18	28
41, .	81	1,286	1,475	936	1,083	511	617	439	396	151	202	5	9
42, .	80	1,093	1,109	897	804	513	459	337	345	120	66	—	—
43, .	106	1,266	1,297	1,189	1,109	722	638	548	450	330	251	15	4
44, .	75	1,035	927	831	748	527	562	408	323	217	207	32	17
45, .	100	1,932	1,912	1,061	1,080	618	628	506	370	168	143	4	3
46, .	107	1,404	1,216	1,344	1,232	990	793	723	567	414	358	25	2
47, .	86	1,337	1,455	999	974	677	691	429	348	109	81	9	5
48, .	81	1,384	1,201	880	891	642	548	403	349	226	155	3	6
49, .	97	1,225	1,433	1,124	900	606	678	444	364	178	202	5	9
50, .	85	922	1,449	742	808	515	570	397	499	210	212	8	17
51, .	82	943	2,585	777	1,155	584	834	373	626	242	272	5	31
52, .	96	1,164	1,495	1,230	1,216	628	769	717	621	650	459	18	—
53, .	83	776	894	806	786	538	523	443	351	213	214	20	11
54, .	88	1,412	1,733	1,143	1,065	597	757	479	517	200	241	21	43
55, .	89	1,135	1,122	1,020	939	633	572	500	504	272	264	38	22
56, .	78	955	797	959	642	701	544	448	350	312	171	47	1
57, .	86	946	1,354	946	895	697	768	560	534	405	256	28	117
58, .	88	1,074	991	926	766	461	419	462	358	219	137	—	—
59, .	95	1,099	1,427	1,162	1,206	815	866	505	514	254	314	11	4
60, .	102	2,076	2,919	1,573	1,781	916	1,297	672	768	345	504	30	47
Total, .	5,534	79,384	81,345	62,004	56,556	37,227	35,616	29,151	23,677	14,108	10,511	999	695

• No returns received.

Rolls, for the Year ended 31st December, 1862, in 5,534 Schools.

Number of <i>New Pupils</i> admitted to the <i>Schools</i> after opening of year.													No. of Dis- trict.
I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.			
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
1,435	995	566	409	325	252	218	167	78	32	14	2	1	
1,759	1,571	955	735	502	384	308	186	65	16	2	-	2	
1,239	1,335	673	576	309	269	260	196	74	37	9	14	3	
1,899	1,634	865	743	509	411	495	321	190	95	1	-	4	
1,542	1,499	644	539	465	342	424	349	209	137	6	5	5	
1,321	1,172	529	465	384	270	270	163	166	55	3	-	6	
1,624	1,392	752	586	473	311	367	191	186	50	2	1	7	
3,555	3,226	1,262	1,267	800	623	428	337	200	136	74	6	8	
3,124	2,140	1,385	1,006	1,030	514	434	284	157	72	28	9	9	
2,151	1,959	886	845	577	395	509	353	197	132	15	-	10	
1,250	1,139	554	397	324	200	254	89	87	18	18	-	11	
1,725	1,825	864	686	539	432	417	212	187	50	18	-	12	
1,275	1,070	604	411	391	210	329	137	107	33	2	-	13	
1,140	1,191	583	512	243	219	229	207	83	30	5	3	14	
2,071	1,727	851	601	440	322	467	272	150	40	2	-	15	
2,914	2,578	1,001	909	566	477	426	270	184	73	3	4	16	
2,001	1,717	828	711	379	384	408	269	157	84	1	4	17	
1,948	1,619	949	710	554	416	448	267	158	50	6	-	18	
1,620	1,650	734	649	400	400	358	345	103	63	6	6	19	
1,380	1,201	511	380	229	167	293	141	38	11	-	-	20	
3,463	2,845	1,359	1,040	667	435	438	207	117	38	3	-	21	
2,303	2,093	1,057	881	628	534	479	342	223	106	12	-	22	
2,076	1,863	947	877	662	460	422	338	218	115	4	-	23	
1,787	1,746	964	856	587	477	455	292	189	91	20	-	24	
-	-	-	-	-	-	-	-	-	-	-	-	25	
1,241	1,240	513	337	266	204	290	133	108	15	-	-	26	
2,145	2,350	828	846	470	459	393	308	128	71	3	-	27	
-	-	-	-	-	-	-	-	-	-	-	-	28	
971	772	398	286	217	239	205	164	117	64	4	1	29	
1,888	1,436	695	547	224	246	87	127	16	13	-	-	30	
1,420	1,301	534	491	270	331	270	167	78	49	3	1	31	
1,542	1,347	829	586	398	279	327	145	103	15	2	-	32	
1,105	1,188	497	486	273	265	223	219	61	36	-	4	33	
1,152	1,501	498	535	277	242	156	156	87	70	9	6	34	
1,659	1,583	718	638	291	247	233	112	50	39	-	-	35	
1,413	1,801	713	765	344	390	234	216	69	49	1	5	36	
1,399	1,323	574	457	288	281	219	149	78	100	3	4	37	
3,800	4,468	3,731	1,258	355	607	309	364	32	108	-	6	38	
1,184	1,013	516	374	270	227	200	126	88	66	9	1	39	
1,886	1,720	556	661	263	322	158	194	53	78	2	2	40	
1,669	1,694	667	620	305	306	216	198	49	53	6	1	41	
1,189	1,045	546	409	277	219	195	154	46	26	1	-	42	
1,411	1,402	688	653	392	444	354	332	144	130	5	-	43	
906	929	786	333	242	232	168	163	67	48	3	5	44	
1,922	2,291	783	848	405	414	315	281	65	58	4	1	45	
1,800	1,694	883	802	558	410	428	372	232	154	3	-	46	
1,427	1,219	618	518	372	272	220	139	42	44	-	-	47	
1,479	1,189	455	442	256	240	112	125	104	57	3	-	48	
1,409	1,429	536	420	306	289	175	184	65	59	-	2	49	
1,194	1,434	445	418	258	293	171	234	75	83	3	6	50	
1,040	2,375	483	639	258	411	231	349	147	116	6	13	51	
1,564	1,931	656	731	309	342	339	318	225	150	28	5	52	
1,172	1,130	517	476	316	265	254	177	93	91	5	1	53	
1,627	1,820	748	559	418	365	328	318	130	112	20	6	54	
1,418	1,347	610	580	379	278	285	213	128	178	23	11	55	
1,330	1,070	540	494	406	293	276	216	143	118	11	1	56	
1,655	1,619	670	514	390	320	295	282	222	115	15	46	57	
1,313	1,227	588	473	255	245	323	217	119	74	-	-	58	
1,546	1,703	808	634	435	383	253	215	107	95	1	2	59	
2,730	3,114	1,067	1,097	422	702	346	400	110	175	14	5	60	
99,298	95,892	45,017	36,718	23,148	19,966	17,724	13,352	6,904	4,273	441	139		

TABLE No. 6.—Exhibiting the Classification of the Pupils on the Rolls,

Number of District.	Number of Schools returned.	Number of Pupils removed into Rolls from other Rolls.											
		I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1, .	83	-	-	375	273	265	227	144	96	81	35	16	2
2, .	88	7	10	513	389	379	284	175	143	111	59	16	2
3, .	97	2	3	336	330	199	199	112	118	67	35	4	2
4, .	109	-	-	512	396	375	310	221	151	89	60	6	-
5, .	111	-	-	521	412	468	348	267	188	136	89	15	2
6, .	106	-	-	389	349	333	312	221	174	129	70	15	6
7, .	127	-	-	513	440	413	293	277	174	144	58	15	1
8, .	128	-	-	783	726	1,084	796	289	210	190	129	65	41
9, .	87	-	-	730	534	569	417	322	263	178	113	66	36
10, .	108	-	-	575	390	479	292	331	179	135	82	21	16
11, .	92	1	1	440	369	283	218	165	101	92	42	8	-
12, .	115	-	-	555	569	455	478	267	227	140	103	16	10
13, .	97	-	-	396	331	334	252	188	139	91	64	19	6
14, .	101	-	-	479	427	371	387	260	237	151	82	40	9
15, .	113	6	1	579	459	382	334	227	159	115	34	3	-
16, .	140	-	-	922	700	705	510	433	306	231	130	27	14
17, .	112	-	-	687	522	560	382	369	242	187	97	2	12
18, .	111	4	-	630	480	483	291	311	201	187	70	25	-
19, .	97	2	-	613	544	389	388	233	234	101	102	13	15
20, .	86	-	-	348	239	287	170	162	118	91	22	11	-
21, .	98	20	8	733	588	437	367	259	178	92	44	2	2
22, .	116	18	4	655	535	611	504	302	293	172	118	8	-
23, .	128	1	1	533	493	507	475	256	181	118	86	7	-
24, .	111	3	1	532	498	388	345	313	242	138	108	11	1
25,*	-	-	-	-	-	-	-	-	-	-	-	-	-
26, .	74	-	-	266	212	242	197	167	111	54	20	-	-
27, .	105	1	1	544	533	433	366	207	168	104	73	-	-
28,*	-	-	-	-	-	-	-	-	-	-	-	-	-
29, .	92	-	-	396	316	480	432	244	212	160	133	34	18
30, .	67	-	-	456	326	384	328	227	168	74	88	-	-
31, .	108	-	-	537	534	416	350	255	182	97	56	5	4
32, .	78	-	-	372	291	356	242	175	92	55	23	5	-
33, .	99	1	-	513	452	401	411	261	202	110	74	5	1
34, .	59	2	1	285	321	191	263	132	101	66	43	-	-
35, .	85	-	-	490	446	329	302	200	124	84	46	-	2
36, .	89	6	6	424	484	396	391	199	261	83	93	1	16
37, .	97	-	-	485	501	515	426	202	259	140	172	18	17
38, .	67	-	-	650	632	532	565	311	135	80	163	-	12
39, .	79	2	-	362	303	249	292	178	129	86	62	4	13
40, .	89	4	73	613	491	418	439	203	212	79	108	3	14
41, .	81	-	-	479	511	354	368	194	182	95	72	9	6
42, .	80	14	3	426	314	312	311	182	164	63	57	4	-
43, .	106	1	-	600	544	549	524	310	218	163	121	19	4
44, .	75	-	-	346	337	321	364	197	175	90	100	9	2
45, .	100	10	4	487	429	360	303	152	169	55	49	8	6
46, .	107	6	-	659	537	633	548	318	300	276	181	24	3
47, .	86	-	-	494	296	345	339	164	135	67	35	9	1
48, .	81	36	3	524	444	555	498	239	219	143	95	12	11
49, .	97	1	-	479	419	454	372	247	192	148	71	15	7
50, .	85	-	-	376	455	231	337	202	259	79	153	11	24
51, .	82	2	3	334	562	283	420	164	221	85	104	5	12
52, .	96	5	-	752	761	879	791	585	606	478	428	319	199
53, .	83	-	-	403	435	438	387	258	224	113	118	7	12
54, .	88	-	-	502	491	426	373	234	224	102	67	23	18
55, .	89	-	-	532	361	415	333	225	209	133	108	18	8
56, .	78	-	-	476	317	506	345	296	173	143	90	46	21
57, .	86	-	-	568	535	564	592	322	298	189	160	24	31
58, .	88	4	-	412	356	255	198	199	178	89	53	3	4
59, .	95	-	-	496	477	572	583	228	219	112	124	14	7
60, .	102	-	-	871	824	944	972	322	305	233	210	19	16
Total, .	5,534	159	123	29,958	26,240	25,494	22,541	14,303	11,580	7,294	5,377	1,104	666

* No returns received.

for the Year ending 31st December, 1862, in 5,534 Schools--*continued.*

Number of Pupils removed from Rolls to other Rolls during year.												No. of Dis- trict.
I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.		
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
375	275	221	203	178	116	88	37	19	4	-	-	1
516	378	340	259	219	188	110	60	16	2	-	-	2
330	325	194	197	122	125	70	38	4	2	-	-	3
512	396	362	302	234	159	89	60	6	-	-	-	4
521	412	449	332	285	200	137	98	15	2	-	-	5
386	341	307	293	249	192	129	78	16	7	-	-	6
507	441	400	288	288	177	152	59	15	1	-	-	7
783	726	695	570	678	436	190	129	65	41	-	-	8
730	534	569	417	322	263	178	113	66	36	-	-	9
575	390	483	295	327	176	135	82	21	16	-	-	10
437	365	270	210	172	105	91	46	13	5	6	-	11
555	569	415	393	307	312	140	103	16	10	-	-	12
396	331	307	228	215	164	91	63	19	6	-	-	13
479	427	371	387	260	237	151	82	40	9	-	-	14
570	444	378	315	245	193	115	35	4	-	-	-	15
922	700	661	486	477	330	231	130	27	14	-	-	16
687	522	560	382	369	242	187	97	2	12	-	-	17
630	480	487	291	311	201	187	70	25	-	-	-	18
613	544	377	361	246	261	102	102	13	15	-	-	19
348	239	247	163	202	125	91	22	11	-	-	-	20
738	587	428	341	282	213	92	44	3	2	-	-	21
652	535	523	420	416	378	164	113	10	3	1	-	22
534	494	455	408	306	244	119	90	8	-	-	-	23
532	497	390	346	312	243	139	108	12	1	-	-	24
-	-	-	-	-	-	-	-	-	-	-	-	25
266	212	242	197	167	111	54	20	-	-	-	-	26
543	531	428	349	214	184	101	71	-	6	3	-	27
-	-	-	-	-	-	-	-	-	-	-	-	28
396	316	347	281	376	362	160	133	35	19	-	-	29
450	328	330	276	273	213	87	92	1	1	-	-	30
556	511	365	243	270	306	113	62	6	4	-	-	31
382	292	292	196	221	124	63	35	5	1	-	-	32
502	447	370	348	296	266	116	74	7	5	-	-	33
281	287	188	230	133	148	68	61	3	3	3	-	34
496	447	267	254	251	170	86	47	3	2	-	-	35
412	469	359	345	237	317	97	104	3	16	1	-	36
467	480	390	366	347	325	145	176	11	28	-	-	37
714	469	405	449	359	322	87	186	8	81	-	-	38
356	297	241	256	183	155	93	72	8	13	-	-	39
589	509	371	414	265	277	86	116	9	14	-	-	40
458	507	358	325	211	221	93	80	11	6	-	-	41
425	314	290	260	218	218	64	57	4	-	-	-	42
599	541	449	395	407	350	166	121	21	4	-	-	43
346	337	165	163	353	376	90	100	9	2	-	-	44
479	413	321	224	180	228	83	57	9	38	-	-	45
654	537	542	452	617	387	277	190	26	3	-	-	46
494	296	280	280	229	194	67	35	9	1	-	-	47
485	419	394	363	452	363	156	102	22	23	-	-	48
472	422	386	303	324	258	148	71	14	7	-	-	49
376	455	231	337	202	259	79	153	11	24	-	-	50
325	538	226	302	227	352	87	97	8	33	-	-	51
719	759	880	764	591	635	478	428	320	199	-	-	52
403	435	344	314	352	297	113	118	7	12	-	-	53
496	488	397	288	266	310	101	69	27	18	-	-	54
532	361	385	309	255	293	133	108	18	8	-	-	55
474	319	402	270	393	245	144	91	54	21	-	-	56
568	535	442	394	444	496	189	160	24	31	-	-	57
401	354	281	260	200	168	98	53	5	4	-	-	58
496	477	446	393	354	409	112	124	14	7	-	-	59
866	820	656	648	613	631	235	211	19	17	-	-	60
29,836	25,874	22,359	19,135	17,502	15,190	7,447	5,528	1,177	839	14	13	

TABLE No. 6.—Exhibiting the Classification of the Pupils on the Rolls,

Number of District.	Number of Schools returned.	Struck off during and at end of year.											
		I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1, .	83	1,180	903	724	563	466	328	319	222	181	84	19	5
2, .	88	1,416	1,372	1,220	936	680	506	415	271	167	74	13	2
3, .	97	934	1,018	826	677	330	356	364	291	115	59	27	24
4, .	109	1,450	1,227	1,097	936	721	592	716	512	348	178	3	—
5, .	111	1,104	1,144	832	691	659	525	602	487	350	241	12	4
6, .	106	1,056	979	760	604	568	413	410	274	303	117	17	5
7, .	127	1,219	1,013	1,063	860	672	479	618	370	319	118	10	1
8, .	128	2,502	2,133	1,424	1,267	1,053	908	517	377	309	218	152	51
9, .	87	2,164	1,274	1,449	1,031	1,125	574	584	452	241	120	67	39
10, .	108	1,506	1,518	912	871	704	529	689	438	285	162	18	12
11, .	92	948	868	818	649	486	350	407	168	189	79	36	3
12, .	115	1,133	1,291	992	908	703	656	561	335	287	146	42	3
13, .	97	880	791	654	550	525	332	461	269	167	75	13	1
14, .	101	804	943	834	620	416	380	351	322	182	77	60	9
15, .	113	1,572	1,351	1,068	848	667	468	621	456	310	82	6	1
16, .	140	2,033	1,818	1,232	1,148	789	653	643	456	353	166	34	50
17, .	112	1,450	1,273	1,121	929	485	545	634	423	311	183	5	6
18, .	111	1,320	1,124	1,111	1,004	791	572	689	468	335	92	18	2
19, .	97	1,225	1,224	962	769	582	576	556	465	180	148	16	22
20, .	86	1,025	935	589	453	332	243	396	243	81	33	10	—
21, .	98	2,641	2,083	1,570	1,184	807	533	516	298	192	75	4	1
22, .	116	1,490	1,279	1,093	925	810	687	595	494	367	196	20	—
23, .	128	1,472	1,403	1,069	987	855	705	527	447	311	202	11	—
24, .	111	1,283	1,193	1,156	1,011	807	679	651	491	346	198	46	—
25,* .	—	—	—	—	—	—	—	—	—	—	—	—	—
26, .	74	1,461	1,084	628	414	337	273	572	237	196	46	1	—
27, .	105	1,418	1,619	881	867	589	582	493	414	209	132	3	1
28,* .	—	—	—	—	—	—	—	—	—	—	—	—	—
29, .	92	611	491	487	385	351	319	288	240	228	171	23	10
30, .	67	1,510	1,195	878	618	344	325	202	215	64	68	—	—
31, .	108	893	843	732	751	456	358	420	269	162	76	7	1
32, .	78	962	1,050	757	601	400	327	354	182	119	55	8	—
33, .	99	694	722	577	527	414	430	310	307	114	110	3	3
34, .	59	653	1,045	425	517	324	308	223	170	114	77	24	6
35, .	85	1,074	993	784	745	350	329	325	180	112	90	—	4
36, .	89	954	1,223	718	777	433	562	392	340	132	122	5	16
37, .	97	947	917	695	598	457	446	326	257	183	205	6	14
38, .	67	2,818	3,043	3,896	1,428	492	863	320	341	57	182	—	8
39, .	79	744	574	619	437	389	353	283	240	175	150	18	1
40, .	89	1,330	1,290	721	628	380	486	244	273	122	132	13	8
41, .	81	1,230	1,221	818	775	463	522	359	342	126	162	7	10
42, .	80	817	707	612	459	335	300	287	253	93	54	2	—
43, .	106	952	992	839	754	545	531	497	458	280	214	25	4
44, .	75	662	569	767	538	211	202	295	225	147	121	24	8
45, .	100	1,517	1,815	892	1,003	554	550	438	400	136	101	8	2
46, .	107	1,133	1,078	895	835	635	503	591	504	381	310	21	2
47, .	86	878	978	750	612	493	463	346	240	82	67	8	6
48, .	81	1,125	809	536	537	393	313	195	252	161	78	6	4
49, .	97	944	973	690	519	414	451	316	270	174	128	6	7
50, .	85	787	983	586	578	331	342	304	402	157	159	19	29
51, .	82	644	1,929	492	782	402	507	309	492	219	192	8	30
52, .	96	851	1,099	715	737	402	467	478	463	482	331	77	42
53, .	83	746	572	608	510	422	381	402	286	185	192	17	9
54, .	88	1,203	1,334	881	680	538	431	459	455	207	196	33	33
55, .	89	823	989	747	775	524	357	398	315	224	174	24	16
56, .	78	841	641	657	473	483	416	403	283	266	169	54	7
57, .	86	907	1,079	645	541	481	453	390	378	343	156	37	83
58, .	88	1,001	853	691	535	343	317	424	310	198	131	—	1
59, .	95	1,058	1,231	818	761	538	462	373	286	216	213	14	8
60, .	102	1,883	2,477	1,265	1,288	738	1,053	452	472	308	402	27	33
Total, .	5,534	69,878	68,575	52,268	43,406	30,994	27,621	25,310	19,780	12,601	8,289	1,187	647

• No returns received.

for the Year ending 31st December, 1862, in 5,534 Schools—continued.

Number remaining on Books for transfer to New Rolls.													No. of Dis- trict.
I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.			
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
1,310	950	673	588	442	379	330	238	139	71	33	4	1	
1,295	1,267	1,055	858	564	468	363	232	135	76	20	-	2	
1,220	1,148	978	836	427	392	359	246	118	66	24	23	3	
1,395	1,123	1,056	881	628	519	556	361	252	135	7	-	4	
1,153	1,071	951	789	708	519	565	407	300	180	21	3	5	
1,294	1,138	985	796	650	475	453	312	295	128	23	9	6	
1,474	1,294	1,227	933	717	523	612	349	380	139	17	2	7	
2,368	2,457	1,546	1,506	1,077	909	713	587	364	267	73	17	8	
2,125	1,970	1,640	1,239	996	726	648	432	303	150	53	34	9	
1,749	1,536	1,250	999	863	607	756	466	317	177	18	4	10	
1,151	1,019	902	752	522	394	412	226	185	76	26	-	11	
1,552	1,482	1,276	1,175	780	814	581	487	325	239	29	14	12	
1,007	781	910	661	557	439	507	292	251	115	20	8	13	
1,101	1,003	822	819	470	456	431	362	239	116	39	11	14	
1,644	1,267	1,213	875	621	528	633	340	278	86	6	-	15	
1,889	1,913	1,412	1,278	955	797	737	497	396	221	44	16	16	
1,344	1,101	1,189	933	689	565	583	407	329	96	4	13	17	
1,262	1,026	1,095	875	754	543	612	354	293	120	29	2	18	
1,433	1,783	1,235	1,183	666	656	667	669	243	179	11	25	19	
1,365	1,208	760	618	406	303	391	278	143	62	14	-	20	
2,157	2,043	1,297	1,118	585	554	441	327	188	113	5	1	21	
1,833	1,671	1,423	1,232	886	819	613	558	390	260	17	-	22	
1,377	1,133	1,134	1,006	915	746	570	471	314	216	7	-	23	
1,255	1,236	1,242	1,119	692	589	662	452	342	195	19	1	24	
-	-	-	-	-	-	-	-	-	-	-	-	25	
1,174	989	803	561	462	374	259	228	149	47	1	-	26	
1,664	2,347	1,192	1,301	684	706	510	450	255	196	5	5	27	
-	-	-	-	-	-	-	-	-	-	-	-	28	
843	686	735	610	531	535	412	385	304	234	35	17	29	
1,449	1,314	802	751	395	461	269	249	120	137	-	2	30	
1,477	1,297	1,233	1,272	713	659	550	461	205	151	7	5	31	
1,324	1,172	1,006	816	588	445	408	231	155	43	5	-	32	
901	932	1,043	901	591	536	444	392	186	143	4	7	33	
1,124	1,580	811	866	430	456	306	275	204	175	15	23	34	
1,383	1,418	1,138	1,007	435	423	352	228	163	113	1	2	35	
1,121	1,451	974	1,049	538	587	336	362	142	130	4	19	36	
1,103	1,174	1,060	988	635	665	410	440	264	333	28	20	37	
2,942	4,132	1,122	1,443	470	889	509	370	108	307	-	42	38	
1,088	1,158	973	867	551	648	416	306	214	228	13	21	39	
1,452	1,853	1,061	1,125	580	686	351	410	150	235	10	29	40	
1,267	1,441	906	1,114	496	548	397	354	158	159	13	6	41	
1,054	1,136	967	808	549	471	363	353	132	95	3	-	42	
1,127	1,166	1,189	1,157	711	725	549	421	336	284	14	4	43	
1,023	950	1,031	717	526	580	388	336	218	232	20	16	44	
1,868	1,979	1,118	1,130	649	567	452	363	143	111	8	8	45	
1,423	1,295	1,449	1,284	929	861	801	545	515	380	31	3	46	
1,392	1,400	1,081	896	672	645	400	347	127	92	10	-	47	
1,289	1,165	929	857	608	610	408	259	290	206	12	13	48	
1,219	1,467	1,063	917	628	630	402	349	203	197	14	11	49	
953	1,445	746	766	471	599	388	437	196	265	2	18	50	
1,016	2,496	876	1,272	496	806	372	607	247	267	8	26	51	
1,133	1,568	1,043	1,207	823	800	685	654	551	507	288	162	52	
799	1,017	774	872	519	498	440	348	226	219	15	15	53	
1,340	1,731	1,115	1,147	637	704	481	535	198	206	31	34	54	
1,198	1,119	1,030	796	648	593	479	503	291	368	55	25	55	
970	907	916	710	737	521	473	365	278	189	50	16	56	
1,126	1,359	1,097	1,009	726	731	598	576	449	344	30	111	57	
989	1,011	954	800	428	377	462	390	224	129	3	3	58	
1,091	1,422	1,202	1,163	930	961	501	538	243	313	12	5	59	
2,057	2,736	1,590	1,766	931	1,287	653	790	361	470	36	35	60	
79,132	82,933	62,350	56,954	37,287	35,304	28,419	23,207	14,524	10,988	1,342	890		

TABLE No. 7.—Exhibiting the Proficiency of the Pupils actually examined

Number of District.	SECTION I.—Total Numbers learning and examined in						SECTION II.—Scale			
	Reading.	Grammar.	Geo- graphy.	Writing from Dictation.	Arith- metic.	Writing.	Reading.		Grammar.	
							Able to read Second Book of Lessons correctly.	Able to read Third Book, or higher books, with ease and intelligence.	Acquainted with Parts of Speech only.	Able to Parse syntactically.
1.	2,372	1,397	1,407	715	1,389	794	602	440	649	745
2.	2,082	1,591	1,677	656	1,570	1,097	714	410	374	143
3.	2,785	1,827	1,862	766	1,775	1,388	1,062	536	748	262
4.	5,155	2,570	2,951	801	2,517	1,594	1,648	330	509	179
5.	4,206	2,229	2,745	1,263	2,326	1,882	1,141	838	548	357
6.	3,123	1,959	1,961	759	1,963	1,302	1,504	533	649	281
7.	3,918	2,248	2,452	1,039	2,197	1,610	989	806	468	270
8.	7,091	2,415	4,021	2,686	4,180	2,679	1,915	1,038	931	629
9.	2,159	1,764	1,810	774	1,764	959	727	291	542	73
10.	3,841	2,344	2,977	1,284	3,438	3,144	1,463	1,269	885	450
11.	2,811	1,687	1,687	838	1,687	1,224	789	396	422	129
12.	3,440	2,827	2,864	1,111	2,727	1,734	1,403	860	658	276
13.	3,014	2,058	2,058	680	2,058	1,243	787	712	428	164
14.	3,200	1,976	2,743	1,054	1,917	1,590	919	474	440	276
15.	3,373	2,004	2,231	951	2,066	1,356	849	590	404	136
16.	6,104	4,079	4,448	2,336	4,040	3,368	2,016	1,022	974	516
17.	4,555	3,172	3,680	1,710	3,180	2,288	2,159	489	432	82
18.	2,130	1,671	1,672	630	1,649	1,003	776	450	385	149
19.	3,330	2,202	2,176	870	2,076	1,363	973	458	903	218
20.	2,879	2,773	2,353	713	1,730	1,478	663	547	372	100
21.	3,365	1,689	2,065	592	1,892	1,228	970	564	475	124
22.	4,842	3,326	3,245	1,215	3,222	1,927	1,448	967	635	287
23.	3,169	2,646	2,472	1,137	2,758	1,784	1,105	302	895	354
24.	1,889	1,339	1,731	619	1,325	1,075	607	337	301	189
25.*	—	—	—	—	—	—	—	—	—	—
26.	2,018	1,238	1,158	292	1,241	506	748	324	325	22
27.	1,159	1,143	1,170	490	1,023	633	482	311	256	96
28.*	—	—	—	—	—	—	—	—	—	—
29.	2,545	2,545	2,545	1,632	2,545	2,545	1,304	872	1,012	184
30.	3,883	1,854	2,038	431	1,933	1,354	1,082	579	776	218
31.	1,778	1,365	1,470	691	1,295	911	487	489	459	177
32.	2,662	1,825	1,846	821	1,724	1,327	1,029	346	455	97
33.	2,836	2,587	2,679	1,066	2,392	1,691	1,088	876	801	194
34.	2,365	1,502	2,217	677	1,575	1,096	739	409	384	95
35.	2,799	1,846	1,816	710	1,917	1,202	710	391	604	258
36.	3,147	2,404	2,439	939	2,355	1,910	1,051	700	625	155
37.	4,075	2,794	2,573	1,593	2,760	2,039	1,202	940	900	160
38.	6,527	5,972	6,784	2,960	5,977	4,837	2,381	1,110	1,270	548
39.	3,005	2,145	2,188	1,174	2,153	1,248	808	575	360	106
40.	4,572	2,704	2,704	766	2,307	1,671	1,670	410	459	231
41.	2,850	1,954	2,055	813	1,999	1,262	1,124	339	455	82
42.	3,126	2,030	2,038	984	2,027	1,718	830	691	670	210
43.	3,538	2,748	2,782	1,443	2,492	2,167	1,404	917	1,000	664
44.	2,391	1,782	1,861	722	1,887	1,532	643	398	322	177
45.	3,036	2,753	2,665	1,093	2,153	1,539	1,122	438	978	133
46.	3,686	2,684	2,320	1,213	2,696	1,901	1,321	990	613	379
47.	5,194	3,311	3,782	1,515	3,309	2,397	1,716	545	579	203
48.	4,021	3,018	3,053	1,272	3,350	2,056	1,411	693	918	230
49.	2,152	1,409	1,889	626	1,321	1,097	778	330	319	137
50.	2,650	1,783	1,884	740	1,866	1,368	727	630	592	158
51.	4,365	2,641	2,641	863	2,641	1,984	1,339	658	743	162
52.	4,834	2,487	3,793	1,482	3,894	2,506	1,824	1,237	1,166	527
53.	3,154	2,319	2,352	1,101	2,319	1,771	920	699	771	566
54.	3,022	2,218	2,265	859	2,238	1,845	1,100	685	739	200
55.	3,051	2,575	2,575	946	2,185	1,608	1,301	648	973	311
56.	3,777	2,542	2,901	1,153	2,357	1,842	1,186	515	738	299
57.	4,140	3,601	3,625	2,437	2,952	2,086	1,644	1,207	709	479
58.	3,931	3,101	3,232	1,063	2,422	2,261	1,195	330	438	112
59.	4,692	3,131	3,159	975	3,173	2,242	1,617	725	783	259
60.	3,654	2,092	2,480	789	2,584	2,350	1,434	924	795	350
Total.	1 98,973	136,396	146,267	61,550	136,508	99,612	66,046	36,640	37,014	14,486
Per cent.,	—	—	—	—	—	—	33.5	18.4	27.1	10.6
							51.9		37.7	

* No returns received.

by the Inspectors themselves during the Year, under each Head.†

of Proficiency of Numbers returned in Section I.

Geography.			Dictation.			Arithmetic.			Writing.		No. of District.
Acquainted with outlines of Map of World only.	Acquainted with Maps of Europe and Ireland.	Able to answer on General Course of Geography.	Able to write a sentence from Dictation with tolerable accuracy.	Able to write from Dictation with ease and correctness.	Able to set down accurately any number of not more than seven places of figures.	Able to work correctly a sum in Subtraction.	Able to work a sum in Division of Money.	Able to solve readily and correctly questions in Fractions or Practice.	Able to write on paper fairly.	Able to write with ease and freedom.	
713	333	15	325	115	437	412	254	158	412	121	1
400	127	12	304	60	450	510	258	143	488	81	2
662	290	35	347	103	783	1,037	539	326	447	69	3
815	171	6	304	113	475	1,212	426	207	357	136	4
863	280	49	439	381	675	846	607	371	515	297	5
748	425	66	386	323	500	1,219	624	330	738	124	6
734	276	34	471	130	563	718	470	306	633	102	7
1,713	798	134	1,133	669	1,798	1,773	817	498	928	401	8
702	166	3	255	124	307	656	225	73	474	145	9
1,036	488	32	453	288	1,230	1,632	942	601	1,183	528	10
358	126	20	366	94	504	636	411	259	461	87	11
652	270	31	480	295	458	1,104	564	349	956	240	12
984	325	35	271	193	643	1,210	476	267	500	151	13
944	320	9	511	107	724	1,060	567	324	611	98	14
399	117	17	319	150	290	750	297	156	459	112	15
1,183	519	71	1,098	567	1,272	2,256	1,007	603	1,495	293	16
1,057	122	14	761	490	791	1,215	635	316	1,025	460	17
320	155	25	264	143	381	766	347	183	435	197	18
985	264	93	351	203	636	647	237	189	433	116	19
369	64	11	274	192	352	593	270	185	532	225	20
506	203	8	119	252	411	372	364	180	540	160	21
647	668	3	428	350	655	1,861	757	469	657	442	22
645	213	7	443	84	839	1,718	638	243	638	80	23
582	230	14	333	82	374	536	351	135	539	83	24
-	-	-	-	-	-	-	-	-	-	-	25
337	112	3	76	103	144	538	209	103	212	134	26
325	89	8	171	102	315	306	250	166	296	104	27
-	-	-	-	-	-	-	-	-	-	-	28
994	786	49	690	344	1,098	993	688	278	1,374	492	29
885	236	-	106	213	626	580	298	122	474	142	30
505	211	65	210	237	444	639	387	220	356	200	31
566	149	7	206	61	471	877	433	201	452	128	32
1,501	225	15	300	339	507	1,046	535	278	724	286	33
541	222	17	236	204	345	598	297	150	375	112	34
881	423	18	282	212	654	1,108	459	243	388	222	35
748	257	33	255	304	683	1,280	487	205	675	171	36
640	499	33	740	232	1,059	1,474	663	329	1,042	258	37
1,607	697	238	942	447	1,580	1,902	867	447	873	398	38
275	252	45	277	105	367	833	382	174	436	116	39
1,363	182	20	405	135	508	1,498	616	307	675	186	40
421	201	10	205	110	377	634	307	166	619	142	41
676	130	18	631	203	744	969	432	213	955	248	42
1,342	669	151	656	367	1,085	1,804	996	568	1,138	509	43
431	135	4	200	55	726	706	420	216	352	103	44
736	116	4	524	135	607	803	434	96	1,029	240	45
909	411	18	357	395	722	1,919	976	544	850	542	46
659	139	14	301	197	587	2,062	397	177	677	47	47
1,275	391	71	442	501	696	1,787	929	363	615	415	48
458	151	11	211	169	515	536	327	224	329	223	49
734	125	3	256	58	387	884	374	195	486	55	50
1,142	146	10	357	232	695	1,382	619	239	790	291	51
1,505	556	170	436	611	2,035	1,440	1,322	662	1,201	594	52
1,148	517	126	518	232	1,115	1,633	888	475	1,004	316	53
839	102	11	224	300	615	1,002	517	208	476	312	54
1,055	568	33	380	286	1,102	1,281	814	401	572	426	55
1,009	453	-	529	218	1,040	866	672	366	757	326	56
1,344	685	8	397	488	892	1,788	798	552	912	211	57
321	41	27	314	242	628	707	402	203	891	208	58
611	441	-	270	252	904	1,128	506	154	759	142	59
753	625	44	260	267	757	1,536	696	430	822	351	60
46,132	17,892	2,031	22,799	13,864	40,578	63,278	31,480	16,546	39,042	13,398	
31.5	12.2	1.4	37.0	22.5	29.7	46.3	23.0	12.1	39.2	13.4	
45.1			59.5					52.6			

TABLE No. 8.—Classification of 5,472 National Schools in Fifty-eight School Districts, as to efficiency with regard both to the extent and quality of Instruction imparted.

Number of District.	Number of Schools returned.	Number of Schools respectively in which									Geography is fairly taught, and to a fair proportion of pupils.
		Reading is quite satisfactory.	Reading is good.	Reading is fair.	Pennmanship is quite satisfactory.	Pennmanship is good.	Pennmanship is fair.	Arithmetic is fairly taught, and to a fair proportion of pupils.	Dictation is fairly taught, and to a fair proportion of pupils.	Grammar is fairly taught, and to a fair proportion of pupils.	
1, . . .	89	15	22	43	13	11	40	73	64	70	72
2, . . .	76	10	46	10	14	14	14	58	55	64	58
3, . . .	97	21	36	35	9	19	51	76	85	75	71
4, . . .	115	15	20	31	12	18	26	60	51	42	50
5, . . .	113	24	27	52	8	21	35	83	83	56	83
6, . . .	114	10	20	64	9	19	51	88	90	100	71
7, . . .	127	5	51	39	12	41	32	79	80	78	76
8, . . .	123	26	40	70	40	50	33	123	123	70	123
9, . . .	87	10	24	23	19	28	21	57	49	38	54
10, . . .	108	16	38	42	14	22	47	71	66	60	55
11, . . .	92	5	15	45	5	15	24	62	55	69	24
12, . . .	113	4	9	61	6	7	59	63	65	66	59
13, . . .	97	4	23	37	11	34	33	73	56	66	57
14, . . .	101	8	10	33	9	7	37	74	75	73	73
15, . . .	117	9	17	58	—	12	53	50	55	55	34
16, . . .	139	24	16	61	28	23	42	79	87	74	70
17, . . .	112	12	74	22	24	49	35	100	103	81	90
18, . . .	71	12	13	21	12	6	17	38	30	30	28
19, . . .	97	7	17	41	7	16	39	64	65	67	61
20, . . .	91	1	26	29	2	16	33	46	40	30	16
21, . . .	76	14	42	15	10	22	34	59	51	67	51
22, . . .	115	12	17	51	10	33	36	78	71	56	74
23, . . .	130	10	16	20	10	20	17	59	39	50	39
24, . . .	116	25	47	40	15	47	44	91	89	90	85
25,* . . .	—	—	—	—	—	—	—	—	—	—	—
26, . . .	74	14	15	36	12	16	38	53	49	34	42
27, . . .	43	2	24	14	4	12	17	19	14	15	12
28,* . . .	—	—	—	—	—	—	—	—	—	—	—
29, . . .	101	66	31	3	53	24	24	82	67	61	77
30, . . .	79	3	9	46	3	9	24	36	30	50	50
31, . . .	60	7	16	27	9	16	21	46	44	34	34
32, . . .	80	13	41	20	12	25	38	43	35	33	67
33, . . .	101	26	23	25	28	23	25	72	75	57	80
34, . . .	63	3	5	39	5	7	25	36	45	37	33
35, . . .	86	15	28	22	13	23	24	43	39	38	33
36, . . .	92	13	17	27	13	14	19	53	55	39	40
37, . . .	97	7	37	36	8	44	20	66	63	65	65
38, . . .	67	16	26	16	12	30	25	58	58	58	58
39, . . .	79	1	12	50	—	6	38	40	38	30	38
40, . . .	92	18	41	26	22	33	30	63	74	55	51
41, . . .	82	26	21	23	6	14	44	46	54	54	30
42, . . .	80	8	29	32	12	25	34	61	65	42	34
43, . . .	111	15	32	64	11	36	46	102	108	103	93
44, . . .	86	7	33	36	8	27	40	81	86	64	71
45, . . .	100	17	63	20	18	57	22	65	66	66	42
46, . . .	112	9	34	60	10	33	60	97	91	90	91
47, . . .	87	3	15	40	3	16	20	46	30	36	51
48, . . .	88	7	9	48	8	8	42	60	58	44	51
49, . . .	97	11	21	47	19	29	38	59	73	41	87
50, . . .	94	8	40	30	1	8	34	48	42	49	50
51, . . .	89	3	29	49	10	38	34	72	65	59	62
52, . . .	97	44	20	23	29	18	25	79	69	76	63
53, . . .	83	—	39	41	4	34	38	70	70	73	72
54, . . .	88	20	20	24	16	33	40	62	62	64	64
55, . . .	93	9	16	36	10	18	38	50	46	45	49
56, . . .	74	11	8	38	5	4	23	36	32	41	49
57, . . .	86	12	23	37	7	18	30	68	78	68	68
58, . . .	88	—	7	52	—	11	61	50	54	33	9
59, . . .	95	4	11	29	10	7	34	33	36	24	28
60, . . .	107	4	56	43	1	50	45	92	85	89	92
Total, . . .	5,472	721	1,517	2,102	681	1,315	1,974	3,701	3,588	3,294	3,320
Per cent., . . .	—	13·2	27·7	38·4	12·4	24·0	36·1	67·6	65·6	60·2	60·7
		79·3			72·5						

TABLE No. 9.—Showing the Classification of 6,927 National School Teachers, Principals and Assistants, in Fifty-eight School Districts, their Ages and Periods of Service under the Board.

Number of District.	Number of Teachers returned; Principals and Assistants.		Trained.		Not Trained.		Married.		Not Married.		First Class.					
											1st Division.		2nd Division.		3rd Division.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1.	68	20	30	14	38	6	25	6	43	14	1	—	—	—	3	2
2.	79	34	52	19	27	15	35	12	44	22	1	—	—	—	5	—
3.	80	26	46	14	34	12	30	5	50	21	1	1	4	3	5	3
4.	95	39	45	15	50	24	43	6	52	33	1	2	2	1	8	—
5.	95	36	58	15	37	21	45	8	50	28	3	1	—	1	5	3
6.	103	30	54	16	49	14	37	6	66	24	2	1	4	1	7	1
7.	93	36	48	15	45	21	40	11	53	25	—	—	2	2	7	3
8.	120	131	52	26	68	105	39	10	81	121	4	2	3	2	8	7
9.	83	75	38	21	45	54	34	10	49	65	2	3	3	1	4	3
10.	106	54	52	24	54	30	47	6	59	48	6	5	3	1	6	5
11.	76	24	44	14	32	10	38	5	38	19	1	—	—	—	2	2
12.	91	37	43	13	48	24	34	9	57	28	1	—	4	—	2	5
13.	80	22	37	10	43	12	29	5	51	17	—	—	1	1	2	—
14.	86	21	51	16	35	5	29	10	57	11	2	1	1	3	11	2
15.	101	23	58	13	43	10	32	7	69	16	1	—	3	—	5	1
16.	120	67	65	27	55	40	43	14	77	53	3	1	4	4	7	5
17.	96	52	58	17	38	35	32	10	64	42	2	1	2	—	10	4
18.	103	18	59	11	44	7	34	6	69	12	1	1	2	—	3	1
19.	77	35	33	19	44	16	34	11	43	24	1	5	3	—	3	3
20.	64	37	24	11	40	26	31	8	33	29	1	—	—	1	1	—
21.	78	44	43	13	35	31	27	11	51	33	—	3	1	1	2	1
22.	91	42	52	23	39	19	45	12	46	30	—	—	5	1	—	4
23.	80	60	36	24	44	36	35	15	45	45	—	1	1	1	1	4
24.	91	41	57	17	34	24	48	17	43	24	—	1	5	1	3	1
25.*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
26.	56	25	24	9	32	16	25	10	31	15	—	—	—	—	1	—
27.	68	48	42	13	26	35	37	19	31	29	—	—	1	1	—	—
28.*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
29.	61	44	38	16	23	28	23	10	38	34	1	—	—	—	4	—
30.	50	69	31	48	19	21	18	14	32	55	3	—	1	3	1	1
31.	88	35	53	15	35	20	41	13	47	22	—	—	1	—	6	8
32.	60	28	29	16	31	12	26	10	34	18	—	—	1	—	5	1
33.	56	54	32	25	24	29	27	17	29	37	1	1	1	—	1	1
34.	39	25	23	12	16	13	13	4	26	21	1	1	1	—	1	3
35.	53	39	30	12	23	27	25	11	23	28	1	2	—	—	2	1
36.	60	39	34	17	26	22	25	10	35	29	1	—	1	2	4	2
37.	61	44	45	22	16	22	28	13	33	31	2	—	3	2	6	1
38.	48	66	31	50	17	16	17	10	31	56	—	2	3	1	4	3
39.	52	44	28	16	24	28	14	7	38	37	—	1	2	1	3	3
40.	70	40	34	18	36	22	23	9	37	31	—	1	1	2	8	2
41.	63	29	31	11	32	18	25	11	38	18	1	—	2	1	3	1
42.	58	38	26	16	32	22	17	15	41	23	—	—	2	2	1	1
43.	86	44	51	16	35	28	38	13	48	31	1	1	5	2	5	4
44.	57	40	36	23	21	17	21	11	36	29	5	3	1	1	1	1
45.	82	47	38	16	44	31	30	12	52	35	1	—	2	—	3	2
46.	107	64	46	17	61	47	29	8	78	56	2	—	2	1	6	10
47.	70	46	30	20	40	26	26	14	44	32	4	1	2	5	3	1
48.	68	39	46	18	22	21	23	7	45	32	—	—	3	1	5	4
49.	57	64	29	18	28	46	26	13	31	51	1	3	1	2	8	3
50.	63	31	34	9	29	22	34	6	29	25	1	—	—	—	3	2
51.	60	47	33	20	27	27	25	12	35	35	3	2	—	1	10	3
52.	101	56	50	16	51	40	37	13	64	43	1	—	2	—	4	2
53.	55	38	37	19	18	19	28	10	27	28	1	—	3	2	4	5
54.	76	29	43	9	33	20	44	10	32	19	—	—	3	—	6	—
55.	79	61	39	16	40	45	28	17	51	44	1	—	1	1	1	3
56.	65	50	37	16	28	34	31	14	34	36	—	—	3	4	3	4
57.	68	42	36	19	32	23	31	13	37	29	2	1	4	1	3	1
58.	66	45	38	13	28	32	36	15	30	30	—	—	1	1	3	—
59.	67	47	42	19	25	28	27	12	40	35	2	—	2	6	3	3
60.	84	56	42	21	42	35	37	12	47	44	1	1	4	1	3	1
Total,	4,410	2,517	2,373	1,028	2,037	1,489	1,801	615	2,609	1,902	73	47	117	77	235	143
Per cent.,	—	—	53.8	40.8	46.2	59.2	40.8	24.4	59.2	75.6	9.6 males; 10.6 females.					

* No returns received.

TABLE No. 9.—Showing the Classification of 6,927 National School Teachers, of Service under the

Number of District.	Second Class.				Third Class.				Probationers.	Assistants.		AGES.				
	1st Division.		2nd Division.		1st Division.		2nd Division.					Under 20 years.	20 years but under 30.			
	M.	F.	M.	F.	M.	F.	M.	F.		M.	F.	M.	F.	M.	F.	M.
1,	4	2	8	2	23	3	17	7	12	3	—	3	9	3	29	14
2,	9	5	22	7	22	8	10	6	6	5	7	19	1	6	42	18
3,	8	2	17	5	16	9	20	1	8	4	2	5	7	3	35	17
4,	11	4	13	4	25	9	19	5	19	11	6	12	14	8	35	23
5,	7	4	10	5	30	7	25	12	13	5	4	12	5	8	44	18
6,	11	—	8	4	34	4	25	5	16	10	2	11	12	5	50	17
7,	16	3	12	5	28	8	13	8	15	7	—	2	6	4	29	16
8,	14	8	15	7	27	37	30	41	19	27	40	82	29	41	55	75
9,	7	7	12	6	21	18	13	20	21	15	29	48	12	29	44	36
10,	16	8	11	5	29	11	19	9	16	12	17	34	15	13	42	29
11,	6	—	12	5	22	9	17	5	12	3	5	3	5	2	36	15
12,	10	3	7	2	29	9	18	8	24	10	5	9	11	5	35	23
13,	6	—	13	2	22	7	23	6	10	6	—	6	6	6	33	12
14,	8	4	12	3	23	4	18	4	11	—	4	2	6	—	42	13
15,	9	3	20	1	20	7	15	4	28	7	4	3	12	1	43	15
16,	19	2	16	7	17	18	26	12	28	18	17	31	13	15	59	42
17,	12	6	9	3	26	10	21	13	14	15	12	25	20	13	36	26
18,	8	4	13	—	28	8	22	3	26	1	5	4	12	1	48	10
19,	2	3	15	2	20	8	20	11	13	3	12	4	4	6	7	19
20,	1	2	8	5	19	9	25	8	9	12	2	7	5	7	32	24
21,	11	1	11	3	15	8	25	18	13	9	12	14	7	6	38	27
22,	11	7	13	7	28	11	21	10	13	2	8	7	7	7	43	27
23,	10	3	8	7	30	24	20	15	10	5	7	10	4	4	39	43
24,	13	3	16	7	13	7	31	16	10	5	10	7	7	6	42	25
25,*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
26,	6	1	4	4	14	8	18	9	13	3	3	2	13	2	24	21
27,	7	4	12	9	25	8	12	16	7	10	2	9	6	10	32	28
28,*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
29,	9	9	6	6	23	15	14	5	6	5	6	7	9	4	25	29
30,	5	8	6	11	10	21	9	5	7	10	13	29	5	6	25	47
31,	3	5	11	3	30	8	22	6	12	12	1	11	8	4	38	20
32,	7	2	6	5	24	9	13	7	12	4	7	1	2	4	28	15
33,	8	6	13	9	13	19	11	10	9	7	2	5	4	7	23	37
34,	3	1	3	6	14	9	5	3	10	4	5	4	4	4	20	19
35,	5	—	7	7	22	10	10	10	7	9	4	5	3	9	22	22
36,	8	6	7	6	17	13	18	7	4	3	4	8	1	4	29	31
37,	8	3	11	13	19	13	9	10	3	2	5	4	5	5	23	24
38,	6	14	5	14	13	18	12	7	5	7	21	32	7	14	17	32
39,	3	2	7	5	15	14	13	10	9	8	8	12	2	3	30	23
40,	6	4	6	5	16	7	15	11	18	9	14	11	15	7	21	22
41,	3	3	5	5	23	3	14	3	12	13	5	11	6	4	25	13
42,	4	5	5	4	20	8	11	13	15	5	7	10	8	8	31	22
43,	10	4	13	8	22	7	23	13	7	5	9	11	6	6	39	31
44,	10	3	6	9	19	13	12	6	4	4	7	10	4	3	28	23
45,	4	6	12	5	24	8	21	13	15	13	13	16	6	7	49	31
46,	13	3	10	4	34	20	23	19	17	7	36	22	14	10	54	49
47,	10	8	9	5	17	7	9	8	16	11	15	13	12	1	30	32
48,	10	6	6	4	21	8	8	9	13	7	18	8	7	7	30	24
49,	8	5	4	12	15	9	6	18	14	12	9	14	8	5	17	38
50,	9	—	11	7	14	6	14	12	11	4	—	3	3	5	22	19
51,	7	7	5	4	11	8	11	11	13	11	13	11	2	5	23	32
52,	8	7	19	6	29	12	15	14	23	15	42	19	7	12	59	36
53,	10	7	6	6	18	11	5	5	8	2	7	8	3	4	22	26
54,	5	—	4	3	25	7	25	11	13	8	15	2	1	3	35	20
55,	7	6	10	5	18	13	12	10	24	23	25	26	10	26	43	26
56,	5	3	14	4	14	5	10	11	16	19	18	19	8	10	22	32
57,	10	3	5	8	19	12	9	7	16	9	17	11	11	13	33	21
58,	4	3	10	4	23	8	16	11	9	18	5	18	3	14	38	29
59,	12	7	12	5	21	11	7	7	8	8	9	14	3	4	36	33
60,	8	4	15	11	20	8	18	12	15	18	21	18	12	12	41	36
Total,	470	239	586	326	1,229	609	943	576	757	500	596	764	447	441	1,972	1,527
Per cent.,	24.0 males; 22.4 fem.				49.2 males; 47.1 fem.				17.2	19.9	13.5	30.3	10.0	17.5	44.7	60.6

* No returns received.

Principals and Assistants, in Fifty-eight School Districts, their Ages and Periods Board—continued.

AGES.										Periods of Service.										No. of District.
30 years but under 40.		40 years but under 50.		50 years but under 60.		60 years and over 60.		Average.		Under 3 years.		3 years but under 5.		5 years but under 10.		10 years but under 15.		15 years and above 15.		
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
13	2	7	1	6	—	4	—	32.5	26	23	5	6	2	8	4	17	7	14	2	
14	3	16	6	4	1	2	—	32.4	28.4	16	7	11	7	16	11	9	2	27	7	
12	5	12	1	10	—	4	—	33.5	25.8	19	10	13	4	14	7	11	3	23	2	
20	4	13	2	12	2	1	—	32.3	25.8	26	17	15	9	17	7	11	1	26	5	
25	8	13	2	7	—	1	—	31.5	26.6	19	16	10	5	24	7	16	5	26	3	
21	7	11	1	4	—	5	—	31.4	27	27	9	11	8	27	7	14	3	24	3	
22	9	13	6	17	1	6	—	37	29	22	14	3	6	14	7	20	2	34	7	
14	11	14	3	7	—	1	1	28	23	54	81	7	14	21	27	15	6	23	3	
13	6	9	3	4	1	1	—	28	22	29	33	14	20	19	14	10	2	11	6	
26	7	11	5	12	—	—	—	30.4	25.8	29	28	15	7	18	6	15	7	29	6	
19	7	11	—	5	—	—	—	30.3	26.1	19	7	7	3	18	6	13	5	19	3	
26	6	8	2	9	—	2	1	31.2	25.8	26	16	14	5	10	5	23	6	18	5	
14	4	14	—	8	—	5	—	34.2	24.5	24	9	4	3	14	3	11	5	27	2	
21	6	10	2	3	—	4	—	32	29	19	1	12	6	16	5	20	4	19	5	
21	6	10	1	12	—	3	—	32.6	26.6	23	5	17	6	17	3	17	5	27	4	
28	8	12	1	4	1	4	—	29.5	25.1	44	31	9	10	28	16	18	7	21	3	
20	9	13	4	6	—	1	—	29.7	24.9	32	25	7	5	23	14	13	4	21	4	
19	5	12	2	9	—	3	—	31	27.6	32	5	10	4	18	2	14	4	29	3	
22	10	9	—	32	—	3	—	32	27.3	15	7	15	3	14	9	12	13	21	3	
12	6	4	—	4	—	7	—	29.8	24.3	9	12	9	6	18	9	10	7	18	3	
20	8	8	2	5	1	—	—	29.8	25.7	21	14	16	10	15	10	15	8	11	2	
17	5	14	3	10	—	—	—	31.7	25.8	25	8	6	7	24	17	14	5	22	5	
19	10	7	3	8	—	3	—	31.3	27	27	20	7	12	10	15	8	21	5	23	
19	8	13	1	8	1	2	—	30.8	25.5	15	12	11	10	20	7	19	5	26	7	
9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
9	2	8	—	—	—	2	—	28.5	20.8	19	3	4	10	13	7	14	5	6	—	
16	6	8	3	3	1	3	—	31.8	26.4	16	14	9	9	17	12	17	8	9	5	
16	8	3	3	5	—	3	—	31.4	26.1	14	11	7	8	14	15	10	5	16	5	
9	13	4	3	4	—	3	—	32.4	27.2	10	16	4	11	14	19	11	18	11	5	
20	10	14	1	5	—	3	—	32.4	21.4	18	8	5	8	26	7	13	4	26	8	
14	9	10	—	6	—	—	—	32.4	26.6	18	7	3	3	25	6	6	10	8	2	
11	7	10	1	5	2	3	—	34.7	25.4	16	11	3	12	11	13	12	14	6	33	
9	2	5	—	1	—	—	—	28.3	23.7	14	9	1	4	12	8	7	3	5	1	
15	8	8	—	2	—	3	—	—	—	11	15	7	4	12	9	11	8	12	3	
20	4	6	—	3	—	1	—	30.7	24.8	16	11	11	2	12	18	13	8	—	—	
13	11	13	1	5	3	2	—	33.4	27.9	10	8	4	7	14	12	13	11	20	6	
19	14	2	5	1	1	2	—	29	24	7	17	19	19	14	14	14	4	2	38	
5	9	7	8	5	—	3	1	30	28	13	10	8	5	10	11	9	6	12	12	
18	8	11	2	5	1	—	—	31	27	23	17	10	5	15	7	12	7	10	4	
17	6	3	4	9	2	3	—	32.8	29.4	15	11	9	4	12	3	11	5	16	6	
11	6	7	2	1	—	—	—	28.5	24.9	13	12	11	6	23	10	6	5	5	5	
16	3	8	4	12	—	5	—	32.6	26	20	15	7	6	21	11	15	8	23	4	
9	6	9	6	5	2	2	—	—	29.1	10	6	6	7	17	10	9	7	15	10	
15	6	7	2	4	1	1	—	28.4	25.1	24	18	10	5	25	15	13	6	10	3	
19	3	12	2	6	—	2	—	30.7	25.4	28	22	19	14	33	22	13	4	14	2	
17	10	5	3	5	—	1	—	32	30	17	11	7	8	21	11	10	8	15	8	
18	8	11	—	1	—	1	—	32.2	24.2	15	12	5	6	16	9	13	6	19	6	
12	13	12	7	6	—	2	1	34.7	28.1	15	16	5	14	9	12	7	21	15	49	
15	6	13	1	9	—	1	—	35	26	10	10	6	4	12	12	17	2	18	3	
21	7	9	2	4	—	1	1	35	28	14	18	6	10	9	11	16	6	15	7	
9	4	14	3	9	—	3	1	30.5	25	31	25	11	5	31	12	10	8	18	6	
15	5	8	3	7	—	—	—	33.5	26.4	9	6	6	9	12	13	12	7	16	3	
22	4	9	2	7	—	2	—	32.5	29.3	15	10	9	1	17	8	21	8	14	2	
10	9	7	—	8	—	1	—	30.5	23.5	28	32	7	6	15	8	12	11	17	4	
17	7	14	1	3	—	1	—	28	24	17	19	6	6	12	12	16	9	14	4	
10	8	7	—	7	—	—	—	29.5	24.3	23	16	6	3	15	9	7	11	17	3	
11	2	8	—	4	—	2	—	31.2	22.5	13	17	6	10	15	13	21	3	11	2	
12	9	7	—	6	—	3	1	31.5	26.3	12	12	13	6	11	13	12	8	19	8	
9	5	16	3	4	—	2	—	30.7	24.0	22	21	8	10	18	16	15	5	21	4	
336	398	559	123	373	21	123	7	—	—	1,151	853	507	419	966	606	770	377	1,016	262	
21.2	15.8	12.7	4.9	8.5	0.9	2.9	0.3	—	—	26.1	33.9	11.5	16.6	21.9	24.1	17.5	15.0	23.0	10.4	

TABLE No. 10.—Showing the Total Incomes of 6,567 National Teachers, Principals

Number of District.	Total Number of Principal Teachers returned.		PRINCIPAL															
			Numbers, respectively, whose total incomes are															
			£15 and under.		Above £15 but under £20.		£20 but under £25.		£25 but under £30.		£30 but under £40.		£40 but under £50.		£50 and above.			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1, . . .	68	14	3	1	12	4	18	2	14	3	13	4	7	1	1	2	—	—
2, . . .	70	11	—	—	4	—	7	1	11	4	29	3	12	1	7	0	—	—
3, . . .	74	14	—	—	8	2	13	4	10	—	25	7	9	1	9	4	2	—
4, . . .	87	24	1	1	5	5	16	6	14	9	25	6	15	2	8	2	—	—
5, . . .	89	22	—	—	8	—	22	5	16	9	23	6	10	2	8	1	—	—
6, . . .	92	15	—	—	21	4	15	3	20	3	18	3	10	2	11	1	—	—
7, . . .	93	34	—	1	10	5	7	10	23	5	32	10	10	2	22	6	—	—
8, . . .	78	47	—	—	2	4	7	4	8	10	21	14	18	9	12	6	—	—
9, . . .	54	27	—	—	1	—	6	2	5	8	18	6	13	—	25	6	—	—
10, . . .	87	17	1	—	2	—	8	1	10	2	28	8	4	—	6	1	—	—
11, . . .	71	18	—	—	11	5	11	5	19	3	18	4	5	—	4	2	—	—
12, . . .	85	26	3	—	25	8	8	9	23	2	18	3	4	1	4	—	—	—
13, . . .	80	16	—	—	22	6	17	6	15	1	18	2	4	1	7	—	—	—
14, . . .	80	16	2	—	11	3	13	4	22	5	17	3	8	1	7	—	—	—
15, . . .	97	19	1	1	19	7	17	5	16	4	30	2	7	—	7	—	—	—
16, . . .	103	35	—	—	12	5	19	3	17	7	19	8	14	7	22	5	—	—
17, . . .	84	27	—	—	4	1	13	5	12	5	23	10	15	4	17	2	—	—
18, . . .	96	9	1	—	18	2	16	4	26	1	24	—	5	2	6	—	—	—
19, . . .	64	29	1	2	5	4	16	7	10	5	21	7	5	1	6	3	—	—
20, . . .	58	26	1	3	23	8	8	10	16	2	8	2	—	1	2	—	—	—
21, . . .	66	30	1	1	11	14	17	7	17	2	14	2	2	—	4	—	—	—
22, . . .	81	33	3	—	11	5	16	12	18	7	21	6	6	3	6	—	—	—
23, . . .	72	49	—	—	9	9	13	24	23	9	18	4	7	1	2	—	—	—
24, . . .	80	29	—	1	8	8	9	9	20	4	30	6	8	—	5	—	—	—
25,* . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
26, . . .	51	21	4	2	14	4	11	9	11	9	11	—	2	—	—	—	—	—
27, . . .	64	36	1	4	9	7	11	9	18	7	14	8	7	—	4	1	—	—
28,* . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
29, . . .	55	37	1	1	2	3	8	8	16	10	19	11	4	4	5	—	—	—
30, . . .	33	34	—	—	2	—	3	4	6	6	6	17	8	8	10	4	—	—
31, . . .	86	24	—	—	24	8	9	8	25	5	19	3	7	—	2	—	—	—
32, . . .	51	22	1	—	4	5	9	6	20	5	12	6	3	—	2	—	—	—
33, . . .	53	47	—	—	8	12	7	16	13	9	18	9	4	—	3	—	—	—
34, . . .	31	17	1	—	7	4	6	6	2	11	5	1	—	—	1	—	—	—
35, . . .	48	31	—	3	9	9	9	9	13	5	3	9	1	—	3	—	—	—
36, . . .	52	25	1	1	2	5	12	8	14	4	11	7	5	—	7	—	—	—
37, . . .	53	37	—	—	1	4	7	7	9	15	18	8	8	1	10	2	—	—
38, . . .	27	29	—	—	—	—	1	1	4	5	5	12	6	7	11	4	—	—
39, . . .	43	31	—	1	4	6	11	12	9	3	11	4	1	3	7	2	—	—
40, . . .	55	28	—	—	8	10	10	6	14	3	9	6	7	2	7	—	—	—
41, . . .	55	14	1	—	5	3	14	—	15	4	11	6	3	1	6	—	—	—
42, . . .	49	24	3	1	8	3	5	8	16	5	8	5	6	1	3	—	—	—
43, . . .	76	30	—	—	9	4	12	7	12	8	23	6	11	4	9	1	—	—
44, . . .	48	26	—	—	2	1	8	8	10	10	19	4	4	1	5	2	—	—
45, . . .	67	28	—	1	7	7	15	7	16	9	19	3	3	1	7	—	—	—
46, . . .	68	39	—	—	—	—	6	8	12	9	18	11	16	8	16	3	—	—
47, . . .	50	27	—	—	7	6	3	4	14	8	15	4	5	1	6	4	—	—
48, . . .	50	31	—	1	1	7	4	3	8	6	14	10	14	4	9	—	—	—
49, . . .	45	44	—	—	6	10	5	9	8	13	12	7	6	3	8	2	—	—
50, . . .	59	24	1	—	6	6	17	8	7	10	18	—	8	—	10	—	—	—
51, . . .	44	33	—	—	5	5	9	8	4	10	12	5	4	3	2	—	—	—
52, . . .	56	35	—	—	1	4	1	7	9	5	18	16	16	3	11	—	—	—
53, . . .	47	28	—	—	4	1	3	6	9	6	14	12	10	3	7	—	—	—
54, . . .	58	23	—	2	6	13	13	5	21	3	12	—	3	—	3	—	—	—
55, . . .	54	35	—	1	5	4	7	14	7	9	23	4	4	1	8	2	—	—
56, . . .	47	31	—	2	5	7	4	5	8	3	18	8	7	5	5	1	—	—
57, . . .	49	29	—	—	4	5	4	6	12	11	14	5	8	1	7	—	—	—
58, . . .	60	25	—	1	9	12	9	5	13	4	23	2	3	1	3	—	—	—
59, . . .	56	29	1	—	2	3	7	7	10	7	20	7	8	4	8	1	—	—
60, . . .	56	34	—	—	—	4	7	7	11	6	16	11	10	4	12	2	—	—
Total, . . .	3,705	1,595	34	33	448	291	577	391	781	333	1,018	348	425	116	422	83	—	—
Per cent. . .	—	—	0.9	2.1	12.1	18.2	15.6	24.5	21.1	20.9	27.5	21.8	11.4	7.3	11.4	5.2	—	—

• No returns received.

and Assistants, in Fifty-eight School Districts, as derived from their Schools alone.

TEACHERS.				ASSISTANT TEACHERS.																No. of Dis- trict.	
Average Incomes.				Total No. of Assistant Teachers returned.	Numbers, respectively, whose total incomes are																
Males.		Females.			£15 and under.		Above £15 but under £20.		£20 but under £25.		£25 but under £30.		£30 but under £40.		£40 but under £50.		£50 and above.				
£	s.	d.	£	s.	d.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
26	10	7	24	18	4	—	3	—	—	—	—	—	—	—	—	—	—	—	—	1	
35	18	3	35	1	9	2	14	—	6	1	3	—	5	—	—	—	—	—	—	2	
33	11	3	28	13	0	—	3	—	—	1	1	—	1	—	1	—	—	—	—	3	
33	10	0	30	8	0	6	10	3	4	2	4	—	1	1	—	—	—	—	—	4	
33	1	0	30	16	9	4	12	2	4	1	7	1	1	—	—	—	—	—	—	5	
30	17	2½	27	9	7½	1	10	1	9	—	—	—	1	—	—	—	—	—	—	6	
33	19	8	27	2	8	—	2	—	1	—	1	—	—	—	—	—	—	—	—	7	
42	10	10½	34	14	3½	38	79	9	27	11	21	10	30	5	1	3	—	—	—	8	
44	3	8	39	15	7	29	48	7	14	13	16	5	15	1	1	2	1	—	—	9	
43	12	8	43	8	4	14	29	6	9	6	7	1	10	1	1	2	2	—	—	10	
31	2	4	27	11	9	5	3	2	—	2	1	1	2	—	—	—	—	—	—	11	
27	13	0	25	1	3	5	9	3	6	2	1	—	2	—	—	—	—	—	—	12	
27	3	10½	16	17	2¾	—	6	—	2	—	3	—	1	—	—	—	—	—	—	13	
34	4	8¾	27	5	10¼	2	—	1	—	1	—	—	—	—	—	—	—	—	—	14	
29	16	7	23	5	8	4	3	4	3	—	—	—	—	—	—	—	—	—	—	15	
36	11	7	34	9	8	17	31	7	14	5	6	5	7	—	4	—	—	—	—	16	
38	0	0	32	10	4½	12	25	6	14	1	8	5	3	—	—	—	—	—	—	17	
28	14	7	27	7	7	4	3	4	—	—	2	—	1	—	—	—	—	—	—	18	
30	10	4¾	28	2	3½	12	3	—	—	10	2	2	1	—	—	—	—	—	—	19	
24	15	8	21	18	2	2	5	—	4	—	—	—	1	1	—	—	—	—	—	20	
28	4	0½	25	16	5	12	14	6	5	5	5	1	4	—	—	—	—	—	—	21	
30	8	4½	26	14	2	8	7	7	1	—	2	1	4	—	—	—	—	—	—	22	
28	18	6	24	13	6	7	10	2	3	4	5	1	2	—	—	—	—	—	—	23	
32	14	1	24	5	1	9	6	—	1	7	4	2	1	—	—	—	—	—	—	24	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	25	
24	12	1½	21	7	8¼	3	2	—	—	3	—	—	2	—	—	—	—	—	—	26	
31	9	3	24	4	1	3	7	—	4	2	3	1	—	—	—	—	—	—	—	27	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	28	
32	12	5	29	11	3½	6	7	4	2	—	3	2	2	—	—	—	—	—	—	29	
42	5	2	35	3	10	9	24	2	6	2	6	1	9	2	1	2	2	—	—	30	
26	3	2¾	22	17	8½	1	11	1	11	—	—	—	—	—	—	—	—	—	—	31	
28	9	5	24	0	9	7	1	4	1	1	—	1	—	—	—	1	—	—	—	32	
30	9	8	23	5	8	2	5	2	1	—	2	—	2	—	—	—	—	—	—	33	
28	1	8½	24	11	3½	3	3	2	—	1	1	—	2	—	—	—	—	—	—	34	
31	4	6	21	3	3	5	4	—	3	3	1	2	—	—	—	—	—	—	—	35	
33	12	3	24	15	5¾	3	6	—	—	2	3	—	3	—	—	1	—	—	—	36	
39	1	7	28	9	11	5	4	1	1	2	1	2	2	—	—	—	—	—	—	37	
49	11	2	36	11	6	18	29	4	6	—	4	4	10	2	5	6	4	2	—	38	
31	14	10	27	16	8	8	12	5	5	2	2	—	5	—	—	1	—	—	—	39	
33	18	1	27	1	10	14	10	7	4	3	4	3	2	1	—	—	—	—	—	40	
30	16	2½	30	6	0¼	5	10	3	7	—	1	2	2	—	—	—	—	—	—	41	
29	0	8¼	27	10	4¾	7	10	7	1	—	7	—	2	—	—	—	—	—	—	42	
34	6	7¾	30	1	10½	9	11	3	2	5	6	1	3	—	—	—	—	—	—	43	
35	10	8½	29	15	11¼	6	8	4	2	2	6	—	—	—	—	—	—	—	—	44	
31	2	3½	24	12	0½	15	16	7	9	4	5	2	2	—	—	—	—	—	—	45	
41	11	8	34	5	6	36	22	14	6	10	7	12	9	—	—	—	—	—	—	46	
29	0	0	28	0	0	14	11	—	7	13	2	—	2	1	—	—	—	—	—	47	
40	8	7	24	4	8½	18	8	11	4	2	4	3	—	1	—	1	—	—	—	48	
35	14	2	27	19	2	8	13	6	11	—	1	1	—	—	—	1	1	—	—	49	
30	7	4	23	4	6	—	2	—	—	—	2	—	—	—	—	—	—	—	—	50	
36	19	5	29	7	3	12	7	—	3	9	2	3	2	—	—	—	—	—	—	51	
41	5	4	29	14	3	42	19	19	11	14	4	9	4	—	—	—	—	—	—	52	
36	4	6	31	3	5½	6	7	3	2	1	2	2	3	—	—	—	—	—	—	53	
29	8	3	19	16	2½	15	2	5	1	8	1	2	—	—	—	—	—	—	—	54	
36	16	1	27	19	2	25	26	18	20	4	4	3	2	—	—	—	—	—	—	55	
34	11	8½	28	11	0¼	18	19	12	14	3	3	1	2	2	—	—	—	—	—	56	
36	15	9¼	29	17	9	17	11	9	6	4	3	4	2	—	—	—	—	—	—	57	
30	7	11½	22	11	2	5	18	2	12	1	3	1	3	1	—	—	—	—	—	58	
36	12	3	30	1	5	8	12	4	6	—	3	2	2	2	1	—	—	—	—	59	
39	8	2½	31	1	8	18	13	—	8	16	5	2	—	—	—	—	—	—	—	60	
—	—	—	—	—	—	562	705	229	303	188	203	102	171	31	16	17	11	4	1	—	
—	—	—	—	—	—	—	—	40·7	43·0	33·5	28·8	18·2	24·2	3·7	2·3	3·0	1·6	0·7	0·1	0·7	

TABLE No. 11.—Exhibiting Classification of 5,289 National Schools in

Number of District	Number of Schools returned.	Number of Schools respectively in which						
		Amount to nothing.	Are under £1.	Are £1 but under £2.	Are £2 but under £3.	Are £3 but under £5.	Are £5 but under £7.	Are £7 but under £10.
1,	82	11	7	17	17	16	9	3
2,	82	2	2	10	13	17	17	10
3,	88	5	1	12	10	22	15	15
4,	108	3	2	6	15	28	28	15
5,	111	-	1	1	10	32	27	21
6,	107	1	17	20	13	23	14	8
7,	127	1	14	14	27	33	18	9
8,	124	-	-	-	3	12	10	24
9,	81	-	-	-	-	5	14	19
10,	104	1	1	-	1	9	16	24
11,	89	7	10	19	15	23	6	8
12,	112	5	21	28	25	24	3	4
13,	96	4	15	26	22	12	10	4
14,	96	1	12	20	25	25	10	2
15,	116	3	10	5	35	30	16	7
16,	138	4	1	8	18	37	23	24
17,	111	-	3	1	4	24	25	27
18,	105	1	8	15	20	36	11	8
19,	92	4	6	6	9	32	12	17
20,	84	31	17	15	7	7	4	2
21,	97	12	7	22	21	22	7	3
22,	114	11	9	25	18	36	9	3
23,	125	8	21	26	31	23	14	3
24,	105	2	12	25	20	21	9	10
25,*	-	-	-	-	-	-	-	-
26,	72	32	7	7	15	5	5	1
27,	99	6	13	24	15	21	9	7
28,*	-	-	-	-	-	-	-	-
29,	92	4	2	6	20	35	12	12
30,	67	-	1	5	7	20	17	13
31,	107	7	25	33	21	13	6	2
32,	75	7	6	14	18	11	10	5
33,	99	1	3	23	24	24	13	10
34,	48	7	5	10	9	7	5	3
35,	79	2	9	19	14	22	4	7
36,	77	6	3	8	11	26	10	9
37,	90	1	1	13	12	18	21	12
38,	56	5	3	2	4	5	5	8
39,	74	2	6	7	13	20	11	9
40,	82	1	2	8	9	18	20	15
41,	69	2	3	11	13	22	11	4
42,	73	3	3	11	11	24	5	8
43,	106	-	2	9	9	35	18	14
44,	75	-	3	13	6	19	12	11
45,	95	-	3	11	16	31	15	9
46,	107	1	-	1	3	9	13	27
47,	78	4	3	11	9	22	12	8
48,	81	2	-	7	7	14	12	14
49,	89	-	2	9	14	23	17	13
50,	77	3	2	9	8	19	16	13
51,	77	2	-	12	5	24	13	11
52,	91	-	-	2	2	10	21	18
53,	75	3	-	1	3	22	19	9
54,	81	7	7	13	14	18	7	10
55,	89	1	2	11	13	11	20	15
56,	78	-	1	9	6	15	23	14
57,	78	3	-	5	7	25	19	11
58,	84	-	7	13	13	21	15	11
59,	85	7	3	4	11	13	14	20
60,	90	2	-	-	1	15	13	31
Total,	5,289	233	324	662	742	1,185	770	654
Percent.,		4.4	6.1	12.5	14.0	22.4	14.6	12.4

* No returns received.

Fifty-eight School Districts, as regards School Fees and Annual Endowments.

School Fees		Annual Average of Fees for Schools returned.	Annual Average for Pupils in daily attendance.	Schools Unen- dowed.	Endowments.			No. of Dis- trict.
Are £10 but under £15.	Are £15 and over £15.				No. of Schools respectively with Endowments			
					Under £5.	Of £5 but under £10.	Of £10 and above £10.	
1	1	£ s. d.	£ s. d.	72	6	2	2	1
3	8	2 15 3	0 1 8½	49	6	13	14	2
5	3	5 16 7	0 2 11	56	3	18	11	3
8	3	4 13 2¾	0 2 8¾	84	4	10	10	4
12	7	6 4 11	0 3 0½	91	14	4	2	5
8	3	6 19 1	0 3 7½	84	12	5	6	6
10	2	4 6 11	0 2 5¼	73	10	29	15	7
37	38	4 13 3	0 2 9	96	8	11	9	8
20	23	14 0 0	0 4 1	59	8	7	7	9
24	28	15 4 0	0 4 11½	75	6	9	14	10
1	-	12 16 0½	0 4 11¾	58	3	17	11	11
1	1	2 19 6	0 1 8	94	1	8	9	12
1	2	2 10 2½	0 1 3½	84	6	4	2	13
1	-	3 0 6	0 2 0½	82	1	4	9	14
2	8	3 0 0	0 1 10	99	13	3	1	15
15	8	4 19 0¾	0 2 10½	92	6	12	28	16
14	13	6 11 4½	0 3 1¼	85	8	9	9	17
5	1	8 5 3	0 3 11	90	3	2	10	18
4	2	4 4 5½	0 2 4½	76	1	6	9	19
-	1	4 18 4½	0 1 10¼	75	2	-	7	20
3	-	1 14 1	0 1 1	88	3	1	5	21
2	1	2 15 7½	0 1 2½	97	3	3	11	22
3	1	2 19 0	0 1 3¾	119	2	3	1	23
6	-	2 19 7	0 1 7½	78	9	9	9	24
-	-	3 12 9½	0 1 10½	-	-	-	-	25
-	-	0 19 9	0 0 6¾	49	14	6	3	26
4	-	4 13 11	0 2 3	83	1	6	9	27
-	-	-	-	-	-	-	-	28
-	1	4 2 5¼	0 2 4½	65	11	11	5	29
1	3	5 1 10¾	0 1 9¾	20	7	24	16	30
-	-	1 18 3¾	0 1 0¼	96	3	4	4	31
3	1	3 6 9	0 1 8	55	5	6	9	32
1	-	3 11 0½	0 2 0¾	85	3	7	4	33
2	-	2 19 10¾	0 1 6	41	2	3	2	34
1	1	3 4 4½	0 1 8½	67	4	5	3	35
4	-	4 1 4½	0 2 3	61	2	3	8	36
5	7	6 6 4	0 3 2	68	4	13	5	37
19	5	6 13 10	0 1 8	35	-	4	17	38
4	2	4 11 7¾	0 2 3	62	6	2	4	39
3	6	5 18 1¼	0 2 9	66	2	8	6	40
2	1	4 3 8¾	0 2 3½	55	2	3	9	41
6	2	4 12 1½	0 2 2	70	1	1	1	42
18	6	6 4 7	0 2 11	99	4	1	2	43
10	1	5 13 0½	0 2 7¾	66	4	2	3	44
7	3	5 2 8	0 2 3¾	89	3	-	3	45
27	26	10 13 8½	0 3 9¼	92	-	6	9	46
9	-	4 12 3	0 2 7	59	4	6	9	47
22	3	6 11 6	0 2 8¼	47	13	12	9	48
9	2	5 11 3	0 2 5	68	5	8	8	49
6	1	4 16 0	0 2 9¾	69	4	1	3	50
7	3	5 13 8½	0 2 7¾	59	7	5	6	51
22	16	9 6 7	0 3 2	68	8	10	5	52
15	3	6 12 8½	0 3 3¾	60	6	3	6	53
3	2	3 19 0	0 1 8½	70	5	5	1	54
8	8	7 5 1	0 2 11½	85	3	1	-	55
9	1	5 18 2¼	0 2 4	71	2	5	-	56
5	3	5 14 4½	0 2 4½	54	15	6	3	57
3	1	4 9 10	0 2 2½	76	1	3	4	58
7	6	6 5 8½	0 2 9¾	75	1	4	5	59
20	8	9 9 10	0 3 4½	74	2	4	10	60
443	276	-	-	4,218	292	377	402	
84	52	-	-	798	55	71	76	

TABLE No. 12.—Exhibiting the Division of the 5,289 Schools of the

Number of District.	Total Number of Schools returned.	Number of Schools under each respective head of <i>Income from School</i>																			
		Amount to nothing.								Are under £1.								Are £1 but			
		Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ³ .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ³ .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	
1, . . .	82	4	1	3	-	3	-	-	-	1	2	2	1	-	1	-	-	7	8	10	
2, . . .	82	1	-	-	1	-	-	-	-	-	1	1	-	-	-	-	-	3	3	7	
3, . . .	88	1	-	1	2	1	-	-	-	-	-	1	-	-	-	-	-	4	7	7	
4, . . .	108	-	-	-	-	1	2	-	-	1	1	-	-	-	-	-	-	3	5	6	
5, . . .	111	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	5	3	
6, . . .	107	-	1	-	-	-	-	-	-	5	7	5	-	-	-	-	-	4	8	11	
7, . . .	127	-	-	1	-	-	-	-	-	4	4	4	1	-	1	-	-	8	7	14	
8, . . .	124	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	8	3	
9, . . .	81	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
10, . . .	104	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	
11, . . .	89	2	2	-	3	-	-	-	-	3	-	5	1	-	1	-	-	2	12	11	
12, . . .	112	3	1	1	-	-	-	-	-	7	4	7	2	-	1	-	-	5	12	20	
13, . . .	96	2	1	-	1	-	-	-	-	5	2	6	2	-	-	-	-	7	15	16	
14, . . .	96	-	1	-	-	-	-	-	-	2	2	2	3	1	1	1	-	5	10	16	
15, . . .	116	1	1	-	-	1	-	-	-	1	4	4	1	-	-	-	-	11	6	11	
16, . . .	198	-	-	1	3	-	-	-	-	1	-	-	-	-	-	-	-	5	7	6	
17, . . .	111	-	-	-	-	-	-	-	-	1	-	-	-	1	1	-	-	1	1	3	
18, . . .	105	1	-	-	-	-	-	-	-	4	1	2	1	-	-	-	-	9	9	12	
19, . . .	92	1	-	2	-	-	1	-	-	3	1	1	-	-	1	-	-	2	6	3	
20, . . .	84	6	10	9	4	-	1	1	-	4	8	2	3	-	-	-	-	4	8	7	
21, . . .	97	2	1	1	5	1	1	1	-	2	4	1	1	-	-	-	-	3	20	8	
22, . . .	114	4	4	3	-	-	-	-	-	1	-	6	1	-	1	-	-	4	9	11	
23, . . .	125	1	1	1	-	-	-	-	-	2	4	14	1	-	-	-	-	6	18	19	
24, . . .	105	-	-	1	-	1	-	-	-	-	4	5	2	1	-	-	-	5	10	19	
25,* . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
26, . . .	72	10	14	5	3	-	-	-	-	3	1	1	1	1	-	-	-	2	4	9	
27, . . .	99	3	1	-	2	-	-	-	-	4	3	6	-	-	-	-	-	2	14	11	
28,* . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29, . . .	92	-	1	2	-	1	-	-	-	2	-	-	-	-	-	-	-	1	5	13	
30, . . .	67	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	3	2	4	
31, . . .	107	-	3	2	1	1	-	-	-	4	6	10	2	2	1	-	-	5	17	20	
32, . . .	75	3	-	2	-	1	1	-	-	1	2	2	1	-	-	-	-	4	6	14	
33, . . .	99	-	-	-	-	1	-	-	-	1	1	1	1	-	-	-	-	7	12	15	
34, . . .	48	2	2	2	1	-	-	-	-	1	2	2	-	-	-	-	-	5	2	5	
35, . . .	79	-	1	1	-	-	-	-	-	1	4	3	-	-	-	-	-	7	7	11	
36, . . .	77	2	1	-	1	1	1	-	-	1	2	-	-	-	-	-	-	1	3	8	
37, . . .	90	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	1	7	8	
38, . . .	56	-	1	2	2	-	-	-	-	-	-	1	-	2	-	-	-	-	-	3	
39, . . .	74	-	1	1	-	-	-	-	-	1	2	2	1	-	-	-	-	2	7	6	
40, . . .	82	-	-	-	-	1	-	-	-	-	-	2	-	-	-	-	-	6	6	2	
41, . . .	69	1	-	1	-	-	-	-	-	1	-	1	1	-	-	-	-	3	6	9	
42, . . .	73	3	-	-	-	-	-	-	-	1	1	1	-	-	-	-	-	5	5	10	
43, . . .	106	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-	4	5	5	
44, . . .	75	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	4	7	
45, . . .	95	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-	-	-	7	7	
46, . . .	107	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
47, . . .	78	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	2	4	7	
48, . . .	81	-	2	-	-	-	-	-	-	-	2	-	1	-	-	-	-	2	2	7	
49, . . .	89	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	4	6	6	
50, . . .	77	1	-	-	-	2	-	-	-	-	-	2	-	-	-	-	-	4	9	3	
51, . . .	77	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	6	3	5	
52, . . .	91	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	
53, . . .	75	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	4	
54, . . .	81	2	-	3	1	-	-	1	-	2	2	-	2	1	-	-	-	2	11	12	
55, . . .	89	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	5	4	9	
56, . . .	78	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	5	4	3	
57, . . .	78	-	2	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1	2	6	
58, . . .	84	-	-	-	-	-	-	-	-	3	1	3	-	-	-	-	-	6	9	5	
59, . . .	85	1	1	1	-	-	1	3	-	-	1	1	-	-	1	-	-	1	4	3	
60, . . .	90	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, . .	5,289	58	58	51	32	19	9	6	-	75	83	112	31	11	10	1	1	201	374	463	
		233, or 4·4 per cent.								324, or 6·1 per cent.								1,416, or			

* No returns received.

TABLE No. 12.—Exhibiting the Division of the 5,289 Schools of preceding Table, No. 11, in connexion with the rank of their Teachers—*continued*.

Number of Schools under each respective head of <i>Income from School Fees</i> alone, divided according to the rank of their several Teachers.																															
Number of District.	Are £7 but under £10.								Are £10 but under £15.								Are £15 and over £15.														
	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ² .	I ¹ .	II.	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ² .	I ¹ .	II.	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ² .	I ¹ .	II.	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ² .	I ¹ .
1,	-	-	2	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-
2,	-	2	5	2	7	-	-	1	-	-	1	2	1	-	-	-	-	-	1	2	3	1	1	-	-	-	-	1	2	3	1
3,	2	2	6	3	1	1	-	-	2	3	2	2	1	1	-	-	1	-	1	-	-	-	-	-	-	-	-	1	1	1	-
4,	2	4	3	4	2	1	-	1	2	3	2	2	4	1	-	-	2	4	-	-	-	-	-	-	-	-	-	-	-	-	1
5,	1	1	4	1	2	-	-	-	2	2	1	2	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
6,	1	-	3	3	-	2	-	-	-	1	1	6	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
7,	1	1	-	3	3	-	2	-	-	-	-	-	-	6	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8,	1	6	11	5	6	4	4	-	2	1	7	5	10	8	1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9,	3	2	4	4	2	1	2	1	1	5	7	4	2	1	4	-	1	5	2	4	6	2	3	-	1	5	2	4	6	2	3
10,	3	4	4	5	6	-	-	2	2	9	-	5	1	2	3	1	2	6	2	6	5	2	4	-	1	2	6	2	6	5	2
11,	-	-	2	1	2	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12,	1	1	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13,	-	-	1	1	-	-	-	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14,	-	-	1	1	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15,	1	1	2	2	1	-	-	-	1	-	-	-	-	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	1
16,	3	-	6	3	5	4	3	-	1	-	-	5	5	3	-	-	-	1	1	1	2	2	2	-	-	1	1	2	2	2	-
17,	3	8	5	3	3	4	-	1	-	4	2	4	2	-	1	-	1	2	1	3	3	2	1	-	-	1	2	1	3	3	2
18,	-	-	3	2	2	-	-	1	-	-	-	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19,	-	3	6	4	2	-	-	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20,	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21,	1	-	1	-	-	-	-	-	1	-	-	-	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
22,	-	-	1	1	1	1	-	1	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
23,	-	-	1	-	1	1	-	1	-	-	-	1	1	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1
24,	1	-	3	3	3	-	-	-	-	-	-	1	-	-	1	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25,*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26,	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27,	-	-	3	1	-	2	1	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28,*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29,	1	2	2	2	3	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30,	-	-	3	2	2	3	2	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31,	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32,	-	2	2	-	-	-	1	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33,	-	1	2	2	4	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34,	-	-	3	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35,	-	-	2	3	1	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36,	-	1	3	-	5	-	-	-	-	-	-	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37,	-	-	-	3	4	3	1	-	-	-	-	1	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38,	-	1	1	2	2	2	-	-	-	2	5	3	6	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
39,	-	2	2	-	1	3	1	-	-	-	-	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
40,	3	2	2	2	-	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
41,	1	-	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
42,	-	2	1	-	-	1	2	-	-	1	1	3	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
43,	1	1	7	2	-	2	-	1	-	-	4	1	2	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
44,	-	1	2	1	5	1	-	1	-	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
45,	1	1	2	2	2	-	1	-	-	1	2	2	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
46,	3	5	7	5	2	4	1	-	6	7	4	2	6	2	2	-	2	5	3	5	9	-	-	-	-	-	-	-	-	-	-
47,	-	-	3	-	1	-	3	1	1	1	2	2	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
48,	-	2	2	4	4	2	-	-	4	3	4	6	2	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
49,	1	1	5	1	2	1	1	-	1	2	2	2	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
50,	1	1	3	2	3	1	-	-	1	2	-	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
51,	1	1	3	1	2	3	-	-	1	-	-	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
52,	2	3	4	5	3	1	-	-	1	-	5	9	5	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
53,	-	2	3	-	2	2	-	-	-	-	5	6	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
54,	1	6	1	-	1	-	-	1	-	-	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
55,	2	2	2	5	2	1	1	-	-	-	4	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
56,	-	1	4	2	3	1	3	-	-	-	2	4	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
57,	1	1	1	2	2	1	1	2	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
58,	-	2	6	2	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
59,	2	1	7	6	3	-	1	-	-	2	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
60,	2	5	6	13	2	1	1	1	-	4	5	8	4	2	1	-	1	1	3	2	-	-	-	-	-	-	-	-	-	-	-
Total,	48	89	177	125	106	63	43	16	11	35	106	80	103	54	34	21	6	7	42	30	55	48	28	22							
667, or 12·6 per cent.								444, or 8·4 per cent.								238, or 4·5 per cent.															

* No returns received.

TABLE No. 13.—Exhibiting the Classification of 5,289 National Schools in Fifty-eight School Districts as regards Annual Payments to their Teachers from *all* Local Sources whatever.

Number of District.	Total Number of Schools returned.	Number of Schools respectively whose Income from Local Sources												Annual Average Amount for all Schools returned.	Annual Average Amount for Pupils in Average Daily Attendance.		
		Is nothing.	Is under £1.	Is £1 but under £2.	Is £2 but under £3.	Is £3 but under £5.	Is £5 but under £7.	Is £7 but under £10.	Is £10 but under £15.	Is £15 but under £20.	Is £20 but under £25.	Is £25 but under £30.	Is £30 and over £30.		£	s.	d.
1.	82	11	7	16	13	16	9	7	1	2	-	-	-	£	3	7	3
2.	82	2	1	7	9	15	13	6	14	5	4	2	4	s.	9	11	11
3.	88	-	1	8	8	17	12	16	17	5	1	2	2	d.	8	0	0 ¹ / ₄
4.	108	-	2	6	12	23	20	18	17	7	1	1	1	£	8	0	9
5.	111	-	1	-	9	24	29	15	4	3	4	1	-	s.	7	12	7
6.	107	1	14	20	12	21	13	9	8	2	4	1	2	d.	6	0	10 ¹ / ₂
7.	127	-	9	10	17	18	17	22	15	7	7	3	2	£	8	1	6
8.	124	-	-	-	3	11	11	20	34	17	12	4	12	s.	16	0	0
9.	81	-	1	-	-	4	10	12	24	9	8	2	12	d.	16	14	8
10.	104	1	1	-	1	8	11	22	16	17	13	3	11	£	15	0	2 ¹ / ₄
11.	89	4	6	14	11	19	11	10	7	3	2	-	2	s.	6	5	5 ¹ / ₂
12.	112	4	19	23	22	20	6	5	8	-	2	2	2	d.	4	6	3 ¹ / ₂
13.	96	4	12	24	22	16	7	3	5	1	-	-	2	£	3	14	0 ¹ / ₂
14.	96	1	13	19	20	20	7	5	8	-	1	2	2	s.	4	11	9
15.	116	2	7	6	29	31	18	8	5	2	6	1	1	d.	5	13	5
16.	138	1	1	8	13	27	16	22	21	13	6	4	6	£	9	19	7 ¹ / ₂
17.	111	-	-	1	2	15	24	28	19	10	4	4	4	s.	10	2	0
18.	105	1	7	14	16	30	11	9	11	4	1	1	1	d.	5	10	3 ¹ / ₂
19.	92	-	7	8	9	32	11	13	8	6	3	3	-	£	6	9	4 ¹ / ₂
20.	84	26	14	16	8	6	3	2	2	3	2	3	2	s.	3	5	11 ¹ / ₂
21.	97	9	7	20	19	24	7	3	2	3	3	-	-	d.	8	17	3 ¹ / ₂
22.	114	8	8	20	17	32	11	5	7	2	2	1	1	£	4	9	10 ¹ / ₂
23.	125	3	21	26	30	25	13	3	3	-	1	1	-	s.	8	7	0
24.	105	-	6	21	20	17	12	13	12	1	2	-	1	d.	5	7	7
25.*	-	-	-	-	-	-	-	-	-	-	-	-	-	£	-	-	-
26.	72	19	4	7	15	10	9	5	3	-	-	-	-	s.	2	13	2
27.	99	5	13	19	12	19	11	5	11	2	1	-	1	d.	4	13	11 ¹ / ₂
28.*	-	-	-	-	-	-	-	-	-	-	-	-	-	£	-	-	-
29.	92	-	2	2	17	28	15	21	3	1	2	-	1	s.	6	1	11 ¹ / ₂
30.	87	1	-	2	1	5	10	10	22	6	7	2	1	d.	11	4	2 ¹ / ₄
31.	107	13	16	33	17	13	6	4	5	-	-	-	-	£	3	4	3 ¹ / ₂
32.	75	2	6	8	14	16	10	7	9	2	1	-	-	s.	5	10	8
33.	99	-	3	18	23	22	13	13	3	2	-	1	1	d.	5	1	2
34.	48	5	4	10	9	8	3	3	5	1	-	-	-	£	3	17	9 ¹ / ₂
35.	79	-	7	18	11	23	8	7	1	3	-	1	1	s.	4	4	7 ¹ / ₂
36.	77	1	3	8	10	23	10	10	5	2	1	1	3	d.	6	11	2
37.	90	-	-	9	8	15	26	11	8	5	2	5	1	£	8	2	6
38.	56	2	1	1	2	2	2	5	21	7	8	3	3	s.	15	4	9
39.	74	2	5	6	11	18	11	9	8	2	2	-	-	d.	5	13	2
40.	82	-	-	9	13	15	12	13	10	5	4	1	-	£	7	11	9
41.	69	1	2	7	13	18	10	6	6	3	3	-	-	s.	6	2	3
42.	73	3	2	10	11	23	6	9	7	2	-	-	-	d.	4	17	0 ¹ / ₂
43.	106	-	2	8	9	33	19	14	13	6	2	2	-	£	6	11	11
44.	75	-	3	9	6	20	12	11	10	2	1	1	1	s.	6	9	8 ¹ / ₂
45.	95	-	3	10	15	29	16	9	10	1	1	1	-	d.	5	10	9
46.	107	-	3	1	2	8	13	24	28	14	6	6	5	£	12	2	3 ¹ / ₂
47.	78	3	3	11	8	20	14	4	5	5	4	1	-	s.	6	10	0
48.	81	1	1	3	6	10	10	17	23	8	2	-	-	d.	8	11	6
49.	89	-	1	7	12	21	13	15	13	4	2	1	1	£	7	3	5
50.	77	1	2	9	8	18	16	14	7	1	1	-	3	s.	5	9	0
51.	77	1	-	11	6	18	9	11	12	4	2	4	2	d.	7	15	9 ¹ / ₂
52.	91	-	-	2	2	9	12	15	28	16	4	2	1	£	10	15	0
53.	75	1	-	3	18	19	10	15	3	5	-	-	1	s.	8	4	6 ¹ / ₂
54.	81	5	5	12	13	18	10	12	4	1	-	-	2	d.	4	14	2
55.	89	1	2	10	12	13	20	15	6	4	4	-	2	£	7	8	3 ¹ / ₂
56.	78	-	1	9	5	14	23	14	9	3	-	-	1	s.	6	6	3
57.	78	1	-	2	6	20	21	15	8	3	1	-	1	d.	7	2	11
58.	84	-	7	13	12	13	13	13	5	2	-	1	1	£	5	3	2
59.	85	6	3	3	11	13	13	19	4	5	4	1	3	s.	8	1	8 ¹ / ₂
60.	90	-	-	-	1	13	13	27	15	9	8	2	2	d.	11	4	1
Total.	5,289	152	264	569	646	1042	730	683	621	257	166	60	99	£	-	-	-
Per cent.,	-	2.9	5.0	10.7	12.2	19.7	13.8	12.9	11.8	4.9	3.1	1.0	2.0	s.	-	-	-

* No returns received.

TABLE No. 14.—Exhibiting the Division of the 5,289 Schools of the preceding

Number of District.	Total Number of Schools returned.	Number of Schools, under each respective head of <i>Income from all</i>																							
		Is nothing.						Is under £1.						Is £1 but under £3.						Is £3					
		Prob.	III ² .	III ¹ .	II ² .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .			
1,	82	4	1	3	-	3	-	1	2	2	1	-	1	-	5	6	9	4	3	-	1	1	2	8	
2,	82	1	-	-	1	-	-	-	-	1	-	-	-	-	1	4	6	3	2	1	-	1	2	4	
3,	88	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	5	4	3	-	-	-	3	3	
4,	108	-	-	-	-	-	-	1	1	-	-	-	-	-	3	5	4	3	2	1	-	4	3	9	
5,	111	-	-	-	-	-	-	-	1	1	-	-	-	-	1	4	2	2	2	1	-	-	5	10	
6,	107	-	1	-	-	-	-	5	5	4	-	-	-	-	3	9	10	4	3	2	1	4	6	9	
7,	127	-	-	-	-	-	-	1	3	3	1	-	1	-	3	5	11	3	4	1	-	3	2	7	
8,	124	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	6	2	1	
9,	81	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	1	3	
10,	104	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-	1	2	3	
11,	89	1	-	-	3	-	-	2	-	2	1	-	1	-	2	10	2	1	-	-	-	4	2	6	
12,	112	3	1	-	-	-	-	7	4	6	2	-	-	-	5	12	18	1	6	3	-	6	3	6	
13,	96	2	1	-	1	-	-	3	3	6	-	-	-	-	8	13	15	6	3	1	-	1	6	3	
14,	96	-	-	-	-	-	-	2	2	3	3	1	1	1	5	11	14	1	2	3	2	1	3	6	
15,	116	1	1	-	-	-	-	2	4	1	-	-	-	-	11	7	9	6	1	-	1	8	4	6	
16,	138	-	-	-	1	-	-	1	-	-	-	-	-	-	5	7	3	5	-	1	-	9	7	8	
17,	111	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-	2	5	4	
18,	105	1	-	-	-	-	-	3	1	2	1	-	-	-	6	8	12	4	-	-	-	6	8	11	
19,	92	-	-	-	-	-	-	3	1	2	-	-	1	-	2	6	2	2	1	-	-	3	9	9	
20,	84	5	9	7	4	-	1	2	8	1	3	-	-	-	5	8	8	2	1	-	-	1	1	2	
21,	97	2	1	1	4	1	-	2	4	1	-	-	-	-	3	20	6	3	5	1	1	3	5	9	
22,	114	3	3	2	-	-	-	1	-	6	1	-	-	-	4	9	11	8	3	1	1	1	8	13	
23,	125	1	1	1	-	-	-	2	4	14	1	-	-	-	6	18	18	6	6	2	-	1	3	12	
24,	105	-	-	-	-	-	-	2	2	3	1	-	-	-	5	10	16	4	4	2	-	2	-	5	
25,*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
26,	72	6	6	4	3	-	-	2	1	1	-	-	-	-	4	7	7	1	3	-	1	4	3	-	
27,	99	3	1	-	1	-	-	4	3	6	-	-	-	-	2	12	9	5	3	-	-	4	6	-	
28,*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29,	92	-	-	-	-	-	-	2	-	-	-	-	-	-	1	3	10	1	4	-	-	2	5	5	
30,	67	1	-	-	-	-	-	-	-	-	-	-	-	-	2	-	1	-	-	-	-	-	-	-	
31,	107	3	5	1	2	2	-	1	4	7	-	3	1	-	4	14	19	8	2	2	1	-	1	3	
32,	75	1	-	-	-	-	-	1	2	3	-	-	-	-	3	5	9	3	1	1	-	3	3	7	
33,	99	-	-	-	1	-	-	1	2	3	1	-	-	-	6	11	13	7	2	2	-	1	4	9	
34,	48	1	2	1	1	-	-	1	2	1	-	-	-	-	5	2	6	3	2	1	-	1	-	5	
35,	79	-	-	-	1	-	-	1	3	2	-	-	-	-	6	7	10	5	-	1	-	5	4	10	
36,	77	1	-	-	-	-	-	1	2	-	-	-	-	-	1	3	8	2	3	1	-	2	8	8	
37,	90	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3	6	5	2	-	-	5	5	-	
38,	56	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-	
39,	74	-	1	1	-	-	-	2	2	1	-	-	-	-	2	7	5	2	1	3	-	1	4	10	
40,	82	-	-	-	-	-	-	-	-	-	-	-	-	-	6	8	3	4	1	-	-	4	5	3	
41,	69	1	-	-	-	-	-	1	-	1	-	-	-	-	3	5	8	3	1	-	-	4	8	5	
42,	73	3	-	-	-	-	-	-	-	-	-	-	-	-	5	5	9	1	1	-	-	1	5	9	
43,	106	-	-	-	-	-	-	-	1	1	-	1	-	-	4	4	5	4	-	-	-	2	9	6	
44,	75	-	-	-	-	-	-	-	1	2	-	-	-	-	-	3	7	4	1	-	-	-	5	6	
45,	95	-	-	-	-	-	-	1	1	1	-	-	-	-	-	4	6	7	4	3	1	-	11	9	
46,	107	-	-	-	-	-	-	-	-	-	-	-	-	-	4	6	7	4	3	1	-	2	4	3	
47,	78	1	1	1	-	-	-	2	-	-	1	-	-	-	2	1	1	7	3	1	1	1	-	5	
48,	81	-	1	-	-	-	-	1	-	-	-	-	-	-	2	4	5	-	1	-	-	2	-	3	
49,	89	-	-	-	-	-	-	-	-	-	-	1	-	-	3	6	6	2	1	-	-	3	6	3	
50,	77	1	-	-	-	-	-	-	2	-	-	-	-	-	4	9	3	1	-	-	-	4	5	-	
51,	77	-	-	1	-	-	-	-	-	-	-	-	-	-	7	3	4	1	1	1	-	1	6	3	
52,	91	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-	-	2	1	4	
53,	75	-	1	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	2	3	6	
54,	81	1	-	3	-	-	1	2	1	-	1	1	-	-	3	12	7	2	-	1	-	4	5	8	
55,	89	-	1	-	-	-	-	1	1	-	1	-	-	-	5	4	8	2	2	1	-	1	2	6	
56,	78	-	-	-	-	-	-	1	-	-	-	-	-	-	5	4	3	2	-	-	-	5	3	2	
57,	78	-	1	-	-	-	-	-	-	-	-	-	-	-	1	2	3	2	-	-	-	5	1	8	
58,	84	-	-	-	-	-	-	3	1	3	-	-	-	-	6	8	5	-	3	1	2	2	4	5	
59,	85	1	-	1	-	1	3	1	1	-	-	1	-	-	1	4	3	-	-	-	-	2	2	7	
60,	90	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	3	5	3	
Total,	5,289	48	40	23	22	7	1	5	8	61	71	95	22	6	7	1	1	187	344	392	152	91	35	12	2
Per cent.	-	152, or 2·9 per cent.						264, or 5·0 per cent.						1,215, or 23·0 per cent.						1,042, or					

• No returns received.

Table, No. 13, in connexion with the rank of their Teachers.

Local Sources, divided according to the rank of their several Teachers.

Local Sources, divided according to the rank of their several Teachers.																										No. of District.		
but under £5.				Is £5 but under £7.				Is £7 but under £10.				Is £10 but under £15.																
II ² .	II ¹ .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ² .	I ¹ .				
1	-	-	-	1	3	-	3	-	2	-	1	-	-	4	1	-	-	-	-	-	1	-	-	1	1			
6	1	2	-	2	3	2	5	1	-	-	-	-	4	1	-	-	-	-	-	-	2	-	-	2	2			
3	2	1	-	3	3	1	4	-	1	1	1	2	6	4	3	-	-	2	3	3	3	6	4	3	3			
4	2	1	-	5	6	2	1	3	2	2	1	1	9	4	1	1	2	2	2	2	2	1	1	5	4			
3	2	-	-	8	4	9	3	2	2	1	1	1	3	1	4	3	3	2	3	3	3	2	3	8	5			
-	1	1	1	3	3	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6			
1	1	-	-	1	3	2	2	4	1	1	2	2	3	8	5	2	2	1	6	10	4	4	4	4	7			
2	2	3	-	1	4	2	4	-	-	-	1	2	2	3	1	3	-	2	3	3	1	2	-	-	8			
3	2	-	-	-	1	3	-	2	-	-	-	-	3	1	1	1	-	1	2	2	1	-	-	-	9			
3	-	3	-	-	2	1	2	2	-	-	3	3	6	4	4	1	-	2	6	6	1	3	1	-	10			
4	3	3	-	-	1	2	2	2	-	1	-	3	3	1	3	-	-	2	3	3	1	2	-	-	11			
5	5	3	-	-	2	4	4	4	-	-	2	1	1	1	1	1	-	2	1	1	2	1	-	-	12			
1	4	-	-	-	2	7	9	4	1	1	-	7	6	2	5	5	-	1	2	5	2	4	2	1	13			
-	2	-	-	-	1	2	2	3	1	2	-	1	3	2	2	-	1	3	2	1	3	1	-	-	14			
2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15			
4	1	1	-	-	-	2	1	-	-	-	-	2	6	2	-	-	-	1	1	1	1	-	-	-	16			
1	6	1	2	-	-	4	3	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17			
4	3	1	-	-	1	3	1	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	18			
1	4	3	2	-	-	4	1	7	-	1	-	-	1	3	1	1	-	1	1	1	1	-	-	-	19			
7	2	-	1	-	-	3	2	3	3	-	1	1	2	5	4	-	-	-	2	4	1	2	-	3	20			
-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21			
1	1	-	-	2	3	2	1	1	-	-	-	-	1	1	2	1	-	1	1	-	-	-	-	-	22			
3	5	-	1	-	1	2	2	3	2	1	-	-	1	2	2	-	-	-	4	4	1	2	-	-	23			
-	5	8	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24			
1	1	-	-	-	2	7	4	1	-	1	4	8	2	4	-	2	-	1	2	2	2	6	5	1	25			
1	1	2	-	-	1	1	5	3	-	-	2	5	1	1	2	1	-	1	3	4	2	-	-	-	26			
2	1	-	-	-	3	5	2	-	-	-	-	3	2	1	2	1	-	2	2	2	1	-	-	-	27			
6	2	-	-	2	1	4	3	3	-	-	1	1	1	4	5	1	-	-	2	5	-	-	-	-	28			
1	1	1	-	-	2	2	1	-	-	-	1	2	2	-	-	-	-	-	-	1	1	-	-	-	29			
1	1	1	-	1	1	2	2	1	2	-	-	-	1	4	1	4	-	-	3	2	-	-	-	-	30			
2	-	1	2	-	4	3	1	2	-	-	-	-	1	4	-	2	3	1	1	3	2	1	-	-	31			
4	1	-	1	-	1	4	11	7	-	-	-	-	2	2	1	2	-	-	1	3	-	-	-	-	32			
1	-	-	1	-	-	-	-	-	1	-	-	-	2	1	2	-	-	-	4	5	6	4	1	-	33			
2	-	-	1	-	1	2	2	5	-	-	2	1	1	-	1	3	1	-	1	2	1	1	3	-	34			
4	1	1	1	2	-	4	3	1	2	-	-	-	1	4	1	4	-	-	1	3	-	-	-	-	35			
1	-	-	1	-	-	-	-	-	-	-	-	-	2	2	1	2	-	-	1	3	2	1	-	-	36			
2	-	-	1	-	1	2	2	5	-	-	2	1	1	-	1	3	1	-	1	1	1	3	-	-	37			
1	2	-	-	1	2	3	1	2	-	-	1	4	2	2	1	1	3	-	1	2	1	1	3	-	38			
2	1	-	1	-	1	1	2	2	1	3	-	1	1	1	-	-	-	1	1	1	1	2	1	-	39			
2	1	-	-	-	1	1	2	2	1	-	3	-	4	1	-	-	-	-	1	1	2	-	1	-	40			
4	4	4	-	-	-	4	4	2	7	-	-	1	1	7	2	-	2	-	-	4	1	2	4	-	41			
9	4	1	-	-	-	3	5	3	-	-	1	1	3	1	4	1	-	-	-	2	1	-	-	-	42			
4	4	-	1	-	1	5	6	2	1	1	-	-	2	2	2	1	-	3	2	2	-	2	1	-	43			
1	1	-	-	-	5	7	-	1	-	-	3	6	6	4	2	2	1	-	5	8	4	6	3	2	44			
4	5	2	2	-	1	3	3	2	4	-	1	-	3	3	1	-	-	1	2	1	-	-	-	-	45			
1	-	1	-	-	1	2	5	-	-	2	-	-	1	9	2	3	2	-	-	4	4	9	4	2	46			
1	5	2	2	-	3	3	3	2	1	-	-	1	2	5	3	2	1	-	-	3	3	3	2	2	47			
8	1	-	-	-	2	4	5	4	1	-	-	1	3	3	2	4	-	1	2	-	2	1	1	-	48			
4	2	-	-	2	2	3	2	1	1	-	-	1	1	2	2	3	2	-	2	2	-	2	6	-	49			
-	2	-	-	-	2	6	4	2	4	-	2	2	2	4	-	1	2	-	1	2	8	6	1	-	50			
3	2	1	-	1	2	1	4	2	4	4	2	1	2	4	-	-	-	-	10	6	2	-	-	-	51			
1	-	-	-	-	1	2	4	2	1	-	-	1	6	3	-	1	-	-	3	-	1	-	-	-	52			
2	1	1	-	-	-	5	6	3	6	-	-	2	2	5	2	2	1	-	-	4	1	-	-	-	53			
2	-	1	1	-	-	3	7	4	2	4	3	-	1	3	3	4	1	3	-	3	5	-	1	-	54			
4	-	1	1	-	-	1	8	7	2	7	-	-	1	3	3	3	1	2	2	2	2	-	2	-	55			
4	3	-	-	-	-	1	5	5	2	-	-	-	7	4	-	-	-	-	2	1	1	-	-	-	56			
1	3	-	-	-	-	1	1	4	4	1	1	-	6	6	3	-	1	-	-	2	1	-	1	-	57			
1	1	-	-	-	-	1	5	6	1	-	-	-	5	6	10	1	1	-	-	4	4	2	1	-	58			
1	1	-	-	-	-	1	5	6	1	-	-	-	5	6	10	1	1	-	-	4	4	2	1	-	59			
104	104	42	19	4	66	156	215	138	100	32	13	10	59	94	203	126	107	51	31	12	27	75	179	131	108	63	35	8
19.7 per cent.				730, or 13.8 per cent.				683, or 12.9 per cent.				621, or 11.7 per cent.																

TABLE No. 14.—Exhibiting the Division of the 5,289 Schools of preceding Table, No. 13,
in connexion with the rank of their Teachers—*continued.*

Number of District.	Number of Schools, under each respective head of Income from all Local Sources, divided according to the rank of their several Teachers.																							
	Is £15 but under £20.								Is £20 but under £30.								Is £30 and over £30.							
	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ³ .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ³ .	I ² .	I ¹ .	Prob.	III ² .	III ¹ .	II ² .	II ¹ .	I ³ .	I ² .	I ¹ .
1.	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.	-	1	-	2	2	-	-	-	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	-	-	2	2	-	-	-	-	-	-	-	-	-	1	1	2	-	-	-	-	-	-	-	-
4.	2	-	1	1	2	1	-	-	-	-	2	2	1	1	1	-	-	-	-	-	-	-	-	-
5.	-	-	1	1	2	-	-	-	-	-	2	1	1	1	-	-	-	-	-	-	-	-	-	-
6.	-	-	1	1	-	1	-	-	-	-	1	1	-	1	1	-	-	1	-	-	-	-	-	1
7.	3	-	1	1	1	1	1	-	6	-	3	3	3	1	1	-	-	-	-	2	1	1	-	-
8.	2	-	5	3	4	3	1	-	-	1	2	6	6	3	1	1	-	1	1	1	5	1	4	3
9.	-	1	4	1	2	1	-	-	-	-	6	6	2	2	1	1	-	1	3	5	1	1	2	2
10.	2	2	6	-	5	-	-	2	-	1	2	2	1	5	2	3	-	1	4	1	2	-	-	-
11.	-	-	1	1	-	-	-	-	-	-	1	1	-	1	1	-	-	1	1	-	-	-	-	-
12.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-	1	-	-	-	-
13.	-	1	-	-	-	-	-	-	-	-	1	1	1	1	-	-	-	-	1	-	1	-	-	-
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	-	1	1	1	4	3	1	1	-	-	1	1	3	4	1	-	-	-	-	2	2	1	1	-
16.	-	1	1	2	2	1	4	-	-	-	2	1	2	1	1	1	-	1	1	1	1	1	-	-
17.	-	1	1	1	-	1	-	-	-	-	-	-	1	-	-	-	-	1	1	-	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-	-	-	-	-
19.	2	1	-	3	1	1	-	1	-	-	1	-	-	1	1	1	-	1	1	-	-	-	1	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
21.	2	1	-	1	-	1	-	1	-	-	1	1	1	1	-	1	-	1	1	-	-	-	-	-
22.	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1	-	-	1	-	-	-	-	-	-
23.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24.	-	-	-	-	-	-	-	1	-	-	1	1	-	-	-	-	-	-	-	1	-	-	-	-
25.*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27.	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-
28.*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29.	-	-	-	-	1	-	-	-	-	1	-	-	-	-	1	-	-	1	-	-	-	-	-	-
30.	-	-	2	3	1	-	-	-	1	-	1	-	-	2	4	1	-	1	-	-	-	-	-	-
31.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32.	1	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-
33.	-	-	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
34.	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35.	-	-	1	1	1	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
36.	-	-	-	1	1	1	1	-	-	-	-	-	2	2	1	-	1	-	-	1	-	1	-	-
37.	-	1	2	-	1	-	1	1	-	-	-	1	2	1	1	2	-	1	-	-	-	1	1	-
38.	-	1	1	3	1	-	1	-	-	-	2	1	4	3	-	1	-	1	-	1	-	1	-	-
39.	-	-	-	-	1	-	1	-	-	-	1	1	4	-	-	-	-	-	-	-	-	-	-	-
40.	1	-	1	1	-	2	-	-	-	-	-	-	1	3	2	-	-	-	-	-	-	-	-	-
41.	-	-	1	-	2	-	-	-	-	-	-	-	-	1	2	2	-	-	-	-	-	-	-	-
42.	-	-	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
43.	-	-	-	1	1	3	1	-	-	-	-	-	-	1	-	1	-	1	1	-	-	-	-	-
44.	-	-	-	-	2	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-
45.	-	-	-	1	1	1	-	-	-	-	-	1	1	1	-	1	-	-	-	-	-	-	-	-
46.	-	1	5	2	1	5	-	-	-	1	1	2	3	4	-	1	-	-	-	2	2	-	1	-
47.	-	-	-	2	2	1	2	2	-	-	-	2	2	-	2	1	-	-	-	-	-	-	-	-
48.	-	-	3	-	1	2	1	1	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-	-
49.	-	-	1	-	1	1	2	-	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
50.	-	-	-	-	1	-	-	1	-	-	-	1	1	1	2	1	-	-	-	-	1	1	-	1
51.	-	-	1	-	2	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-
52.	1	1	5	3	5	1	-	1	-	-	-	1	1	1	2	1	1	-	-	-	-	1	-	-
53.	-	-	-	-	2	-	-	-	-	-	-	2	3	-	-	-	-	-	-	-	-	-	-	-
54.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
55.	-	-	-	1	1	2	-	-	-	-	-	-	-	-	2	1	1	-	-	-	2	-	-	-
56.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
57.	-	1	-	-	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
58.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
59.	-	-	1	1	2	-	1	1	-	1	1	-	-	-	1	1	-	-	-	1	1	1	-	-
60.	-	-	1	4	2	1	-	1	-	-	1	2	2	3	-	2	-	-	-	-	1	-	1	-
Total.	17	14	58	42	60	38	17	12	11	9	26	38	45	45	30	21	1	6	7	5	25	28	11	16
	258, or 49 per cent.								225, or 42 per cent.								99, or 19 per cent.							

* No returns received.

TABLE No. 15.—Exhibiting Classification of 5,672 National Schools, in Fifty-eight School Districts, as to observance of Cleanliness, Neatness, and Order.

Number of District.	Total Number of Schools returned.	Number of Schools, respectively, which, in regard to											
		Premises, are				School-rooms, are				Children, their persons and habits, are			
		Good.	Fair.	Mid.	Bad or None.	Good.	Fair.	Mid.	Bad.	Good.	Fair.	Mid.	Bad.
1, .	89	18	2	—	69	28	37	24	—	24	35	30	—
2, .	95	30	35	18	12	40	36	14	5	49	23	10	8
3, .	96	30	28	8	30	53	39	4	—	52	42	2	—
4, .	111	40	21	11	39	54	36	21	—	66	28	17	—
5, .	111	11	16	13	71	50	34	21	6	32	53	21	—
6, .	115	36	17	3	59	47	50	15	3	30	68	16	1
7, .	127	12	48	45	22	16	46	38	27	14	29	53	31
8, .	128	79	12	27	10	91	26	11	—	91	26	11	—
9, .	87	45	18	15	9	47	24	16	—	46	22	19	—
10, .	109	49	31	25	4	79	24	6	—	32	32	36	9
11, .	93	16	13	2	62	30	36	14	13	17	42	21	13
12, .	115	26	12	10	67	54	37	18	6	34	48	30	3
13, .	97	5	10	13	69	14	46	27	10	12	35	34	16
14, .	101	17	28	2	54	36	51	14	—	39	51	11	—
15, .	119	11	25	13	70	25	48	29	17	10	69	41	9
16, .	140	67	52	8	13	90	41	8	1	56	73	11	—
17, .	112	40	31	9	32	60	45	7	—	60	48	4	—
18, .	113	20	7	5	81	69	9	23	12	29	18	48	18
19, .	97	7	22	41	27	9	32	54	2	4	25	68	—
20, .	87	9	5	2	71	38	35	3	11	38	35	3	11
21, .	101	32	10	3	56	57	39	5	—	89	12	—	—
22, .	116	17	25	19	55	21	61	27	7	24	61	24	7
23, .	132	9	38	29	56	36	42	42	12	15	66	47	4
24, .	116	27	47	22	20	40	62	13	1	44	60	11	1
25,* .	—	—	—	—	—	—	—	—	—	—	—	—	—
26, .	74	27	13	8	26	33	22	10	9	24	20	24	6
27, .	99	5	17	51	26	5	25	61	8	4	25	65	5
28,* .	—	—	—	—	—	—	—	—	—	—	—	—	—
29, .	92	50	30	9	3	50	31	8	3	47	34	10	1
30, .	67	18	23	14	12	33	29	4	1	12	30	17	8
31, .	111	17	4	2	88	40	66	5	—	40	68	3	—
32, .	75	40	1	—	34	26	20	17	12	28	19	21	7
33, .	104	26	41	24	13	46	45	13	—	16	83	5	—
34, .	63	21	14	14	14	26	18	13	6	16	24	13	10
35, .	86	34	18	27	7	30	28	26	2	23	41	22	—
36, .	91	19	26	7	39	33	34	19	5	35	30	20	6
37, .	98	21	31	9	37	69	21	6	2	72	20	5	1
38, .	67	43	9	9	6	49	10	5	3	36	16	11	4
39, .	79	22	36	3	18	37	35	7	—	17	44	18	—
40, .	89	21	14	9	45	38	15	28	8	46	20	18	5
41, .	84	11	20	31	22	15	33	26	10	5	24	39	16
42, .	80	38	7	9	25	60	9	8	3	58	11	10	1
43, .	111	30	25	—	56	95	16	—	—	95	16	—	—
44, .	86	29	18	14	25	39	30	16	1	36	30	20	—
45, .	101	22	19	33	27	30	42	26	3	12	78	11	—
46, .	112	17	55	29	11	22	74	16	—	20	64	28	—
47, .	87	23	17	21	26	37	36	13	1	36	37	13	1
48, .	90	47	10	8	25	50	33	7	—	53	32	3	2
49, .	102	38	19	14	31	71	15	16	—	68	18	16	—
50, .	97	18	47	17	15	17	48	30	2	18	47	32	—
51, .	89	32	34	9	14	46	22	19	2	31	51	7	—
52, .	97	45	13	9	30	55	26	13	3	53	38	5	1
53, .	85	66	7	—	12	75	10	—	—	77	8	—	—
54, .	90	22	22	23	23	42	23	13	12	40	22	16	12
55, .	94	14	21	25	34	12	20	44	18	7	17	51	19
56, .	92	47	32	1	12	45	37	—	10	37	48	—	7
57, .	86	32	30	12	12	32	39	12	3	28	44	13	1
58, .	88	14	47	13	14	14	59	12	3	6	66	14	2
59, .	89	10	17	7	55	24	41	12	12	14	43	25	7
60, .	110	18	69	2	21	54	54	1	1	53	55	—	2
Total, .	5,672	1,500	1,360	806	1,916	2,434	2,002	960	278	2,070	2,224	1,123	255
Per cent.	—	28.0	24.0	14.2	33.8	42.9	35.3	16.9	4.9	36.5	39.2	19.8	4.5

* No returns received.

APPENDIX F.

Appendix F.

Report on
Agri-
cultural
School
Farms.

*Dr. Kirk-
patrick.*

REPORT UPON AGRICULTURAL SCHOOL FARMS.

GENERAL REPORT for the year 1862, by THOMAS KIRKPATRICK,
Esq., M.D., Inspector of Agricultural Schools.

Albert National Agricultural Institution,
Glasnevin.

GENTLEMEN,—I have the honour to submit my report for the year 1862 on the Agricultural School branch of the system of National Education; and I regret that my remarks must be of a more gloomy character than on any previous year.

The year 1862 was characterized by a greater quantity of rain*, a less amount of sunshine, and a greater quantity of cloud, than in previous years; and has consequently been most disastrous to the farming classes. It must also be borne in mind that it was the fourth consecutive untoward season. The cold, wet, ungenial, and "sun-lacking" weather which prevailed throughout the season had a most injurious influence on the proper maturation of the cereal crops, and the harvest was the latest that has been experienced since the years 1816 and 1817. The statistics which I submit from the Board's school-farms, with one or two exceptions, will, I regret to say, bear but too strong testimony to the results of last year's bad harvest, which has entailed so much misery and suffering upon this kingdom. In Ireland, the condition of the farming classes, and especially that of small holders, has presented a very distressing picture, as it was by no means a rare occurrence to find, particularly on wet and heavy soils, and in naturally humid districts, that the produce of the cereal crops barely paid for the seed and the labour expended upon their cultivation; and I have even known this to have occurred in cases of thorough-drained, highly-manured, and well-cultivated farms. Scotland has likewise, in many districts, suffered to a very considerable extent; and I have been informed, on reliable authority, that in one comparatively limited and well-cultivated district of that country failures had occurred amongst farmers to the amount of at least £50,000. Bad seasons, and consequent bad crops, have heretofore generally given rise to high prices of farm produce, but throughout the past year the immense imports from abroad have kept the prices unusually low. The imports, it is stated, amounted to upwards of 11,000,000 quarters of grain, and involved an expenditure of capital of about £28,000,000. It must, however, be borne in mind, that whilst the low prices of farm produce seriously affected the farmer, yet that this plentiful supply of cheap food tended to ward off a famine which must inevitably have ensued, and, as in former years, devastated the country.

In many districts of this country very serious losses have been sustained by the great and unusual prevalence of disease amongst live stock. Pleuro-pneumonia, and the foot and mouth disease, or murrain, prevailed to a considerable extent, but rot in sheep to an alarming degree. "Never," says Professor Ferguson, "neither in the memory of the present genera-

* The greatest rainfall in Ireland in 1862 was at Valentia island, in Kerry. It was 62.19 inches. The lowest was 20.75 inches at Monkstown, Dublin. At Portlaoigh it was 50.10 inches; at Killaloe, 49.85 inches; at Portlaoigh, 45.16 inches; at Birr Castle, 36.28 inches; at Bray, 45.80 inches; at Galway, 51.61 inches; at Cork, 47.27 inches; at Belfast, 39.18 inches; at Florencecourt, Fermanagh, 49.56 inches; and at the Ordnance Survey Office, Dublin, 30.18 inches. Dublin appears, from these observations, to be the driest part of Ireland.

tion, nor the records of past ages, has there been in this country such mortality amongst the ovine tribe as there is at present, and has been for the last four months, from what is generally designated 'rot.' On the extent to which Irish flocks have been affected, Mr. F. remarks, "Were the question to be solved by the state of the animals sold as butcher meat in this country, or exported for that purpose, it would be far under the real average to state that three-fourths have been, and are, diseased. But the per centage of diseased, compared to sound sheep, that have been brought to the shambles, is not a fair criterion as to the amount of disease existing in the country. In consequence of flock-owners invariably, when it is possible, disposing of their unsound sheep as soon as they discover that they are affected, the markets have been over-supplied with such animals, those sheep that are sound being retained as stock. It, however, is my opinion, that upwards of 60 per cent. of the sheep in the island are unsound, though not all to a fatal extent. . . . Its prevalence in 1862 is attributable to the heavy, continuous, and widely-spread rains throughout Ireland*, rendering even most of the best uplands unsound for sheep."

Appendix F.
Report on
Agri-
cultural
School
Farms.
—
*Dr. Kirk-
patrick.*

The total number of School Farms in operation on the 31st December, 1862, was 134, of which 19 were School Farms of the First Class, under the exclusive management of the Board, and 17 were School Farms of the First Class, under local management. Of the remaining number, 48 were ordinary School Farms, 47 were farms attached to Workhouse Schools, and 3 were School Gardens.

* Since the above was written, I have been favoured with the following extracts from a letter addressed by Professor Hennessey to the Editor of the *Irish Times*, the subject of which, as the Professor remarks, has an important bearing on the causes of the existing distress in our own rural districts:—

"I have just received the returns of the British rainfall for 1862, together with a comparison of the rainfalls for the past three years, and the preceding ten years. I have been favoured with these results by Mr. G. J. Symonds, who is well known among meteorologists for his labours in connexion with the question of rainfall. Owing to the fact that until very recently the number of stations for recording rainfall in Ireland was extremely small, the comparison to which I refer is made with the results of only four Irish stations. These are Portlaw, Killaloe, Blackrock, and Markree, all situated widely apart, and at very moderate heights above the sea level. Some of the stations which contribute to the comparative results for England and Scotland are, on the contrary, situated on hills of considerable elevation, and are thus more favourably circumstanced, all other things being equal, for giving a large excess. Under these circumstances, I feel satisfied that the comparative excess of rainfall in Ireland is rather underrated than otherwise:

	Average fall during		Excess in		
	10 years.		1860.	1861.	1862.
	1850-59.				
United Kingdom, . . .	33.27		6.42	5.19	5.70
Ireland,	33.99		7.48	9.25	6.60
England,	29.84		8.42	0.66	2.79
Scotland,	35.98		3.37	6.99	7.72

When the local circumstances of the observing stations are considered, it appears from these numbers that not only did the rainfall for the past three years exceed the fall for the preceding ten years in these islands, but, moreover, that the greatest excess prevailed, upon the whole, in Ireland. But even if the excess of rain was as great in the more easterly of the two islands, as in the more westerly (which would not be in conformity with well recognised physical laws), there are circumstances in the structure and general condition of the surface of Ireland which would render any excess more prejudicial. Both our natural and artificial means of drainage are less perfect than those existing in Great Britain. Our great interior plain, with its lakes and bogs, is not only eminently adapted for catching, but for retaining whatever water falls upon it, and thus the evils which follow from remarkably wet seasons are greatly aggravated. As the distress which now afflicts our country obviously flows from these evils, it becomes important to consider how far we can take steps to avert them. They are far from being entirely beyond human control, but it would be useless to conceal the fact, that their effective and permanent mitigation would require the application of extraordinary measures. Drainage upon a colossal scale of magnitude would alone effect such thoroughly permanent improvements in our soil and climate as to place our people beyond the injurious effects of a succession of wet years."

Appendix F. The following is a list of the School Farms of the First Class :—

Report on No. 1.—Nineteen School Farms of the First Class under exclusive management of Commissioners.

County.	School.	County.	School.
<i>Dr. Kirkpatrick.</i> Antrim,	Ballymoney.	Tipperary,	Kyle Park.
"	Ulster (Belfast).	"	Derrycastle.
Cavan,	Bailieborough.	"	Gormanstown.
Donegal,	Temple Douglas.	Dublin,	Albert.
Monaghan,	Bath.	Kildare,	Athy.
Cork,	Dunmanway.	Kilkenny,	Woodstock.
"	Glandore.	"	Kilkenny.
"	Farraby.	Leitrim,	Leitrim.
"	Munster (Cork).		
Limerick,	Limerick.*		Total, 19.
"	Mount Trenchard.		

No. 2.—Seventeen School Farms of the First Class under Local Management.

County.	School.	County.	School.
Antrim,	Ballycarry.	Kilkenny,	Piltown.
"	Larne.	King's,	Rahan.
Londonderry,	Templemoyle.	Louth,	Dromiskin.
Monaghan,	Cornagilta.	Meath,	Woodpole.
Tyrone,	Loughash.	Galway,	Ballinakill.
Clare,	Feakle.	"	Clonkeeneryl.
"	Cahersherkin.	Roscommon,	Glanduff.
"	Sallybank.		
Waterford,	Glengarra.		Total, 17.
Carlow,	Garryhill.		

The following is a Classified Summary of the School Farms in the several counties of Ireland on the 31st December, 1862 :—

Counties.		School Farms.				
		First Class.	Ordinary.	School Gardens.	Work-house.	Total.
1	Antrim,	4	1	—	5	10
2	Armagh,	—	2	—	—	2
3	Cavan,	1	3	—	—	4
4	Donegal,	1	4	—	—	5
5	Down,	—	—	—	1	1
6	Fermanagh,	—	2	—	—	2
7	Londonderry,	1	—	—	1	2
8	Monaghan,	2	—	—	1	3
9	Tyrone,	1	3	—	—	4
	Total in Ulster,	10	15	—	8	33
10	Clare,	3	3	—	1	7
11	Cork,	4	4	—	3	11
12	Kerry,	—	2	—	3	5
13	Limerick,	2	—	—	1	3
14	Tipperary,	3	—	—	9	12
15	Waterford,	1	2	—	2	5
	Total in Munster,	13	11	—	19	43

* The Tervoe Agricultural School Farm has been amalgamated with the Limerick Farm, but instruction in the theory and practice of agriculture is still given to the senior class of boys in the Tervoe National School, and a portion of the original school farm is cultivated on a regular rotation system.

Classified Summary of the School Farms—*continued.**Appendix F.*

	Counties.	School Farms.					Total.	Report on Agri- cultural School Farms.
		First Class.	Ordinary.	School Gardens.	Work- house.			
16	Carlow,	1	—	—	—		1	<i>Dr. Kirk- patrick.</i>
17	Dublin,	1	—	1	2		4	
18	Kildare,	1	2	—	2		5	
19	Kilkenny,	3	3	—	3		9	
20	King's,	1	1	—	3		5	
21	Longford,	—	2	—	—		2	
22	Louth,	1	—	—	—		1	
23	Meath,	1	1	—	1		3	
24	Queen's,	—	—	—	—		—	
25	Westmeath,	—	1	—	1		2	
26	Wexford,	—	—	—	3		3	
27	Wicklow,	—	1	—	—		1	
Total in Leinster,		9	11	1	15		36	
28	Galway,	2	2	—	—		4	
29	Leitrim,	1	—	—	1		2	
30	Mayo,	—	3	1	1		5	
31	Roscommon,	1	4	1	2		8	
32	Sligo,	—	2	—	1		3	
Total in Connaught,		4	11	2	5		22	
Grand Total,		36	48	3	47		134	

The following Table shows the number of School Farms in the years 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, and 1862:—

Year.	Number of School Farms in each Year.				
	First Class.	Ordinary.	School Gardens.	Work-house.	Total.
1852,	27	39	3	23	92
1853,	33	43	3	50	129
1854,	35	47	3	70	155
1855,	37	46	3	79	165
1856,	37	51	3	77	168
1857,	39	48	3	76	166
1858,	42	47	3	64	156
1859,	38	45	2	58	143
1860,	36	42	2	41	121
1861,	36	39	2	43	120
1862,	36	48	3	47	134

Albert Institution and Model Farm.—I have much pleasure in stating, that another year's experience confirms the accuracy and value of the views entertained by the Right Hon. E. Cardwell, M.P., with reference to the candidates for admission to the Albert Institution being obliged to obtain places solely by their answering at strict competitive examinations in literary as well as on agricultural subjects. The young men who come forward to compete for the free places are found to possess higher literary and agricultural attainments than those who entered under the old regulations. The particulars relating to the competitive examinations are given in the prospectus of the Albert Institution, which is annexed to this Report.

I subjoin copies of the questions on which the candidates were examined, and a table giving the names of the candidates and the results of the answering; but I may here be permitted to remark that, in a recent number of the

Appendix F. Journal of the Chemico-Agricultural Society of Ulster I observed an interesting article on "Competitive Examinations in Agriculture"; and as the remarks of the writer have a considerable bearing on the objects which it is desired to effect by the combined literary and agricultural instruction in the National Schools in Ireland, I give a few extracts from the paper.

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The writer says :—

"A literary competitive scheme, embracing Kibarchan and other three contiguous parishes in Renfrewshire, was projected some years ago, mainly with the view of giving the minds of young men who had left school a right direction, and prizes were offered for proficiency in one or more of the branches prescribed for study a year before the ordeal of examination. British History, Astronomy, Geology, Bible History, and such like subjects, with suitable text-books, have been set down in past seasons, and each year increasing numbers have come forward and contested manfully for the pre-eminence. It being found that farmers' sons, as a class, were with difficulty induced to enter the list of candidates, it was resolved last year to make *Agriculture* one of the branches of study, in order to afford a topic for them that they could not possibly ignore. A considerable number of rural lads accordingly took books for candidature. The text-book selected and recommended for the purpose was Professor Hodges' *Lessons in Agriculture*, a work pretty free from technicalities, and one, it was thought, that they could master without tutorial aid. It should be understood, however, that though the young men had completed the ordinary course of education at the parish school, consisting of the three Rs, their general attendance at school was far from being regular or extended, for at the busy periods of the year they were more or less engaged at farm work. To obviate any difficulties that they might experience in relation to their limited education, it was deemed advisable to give a lecture explanatory of the most abstruse points. Accordingly the services of an evening of a student of Chemical Agriculture was secured two months prior to the examination, after which it was thought that with a little Scotch pluck and perseverance they might carry themselves through the admirable text-book, and make the knowledge of its lessons their own. They accordingly made a creditable appearance on the examination day; and although some of those who had taken books feared the examination trial, they, it is believed, were well posted up. The attempt of the late Professor Johnston, in the production of his *Catechism of Agriculture*, to have it introduced into the parish schools of Scotland as a common branch of education failed, owing, it is believed, to two causes. The schoolmasters were in many cases indifferently qualified for the work, and they really had no suitable compensation for such labour; but a greater obstacle existed in the prejudices of farmers of the old school, who in some cases still give book-farming a bad name. They shut their eyes to the fact that the scientific knowledge acquired does not supersede, but rather supplement their canons, and that science and practice accord well together. Of all the advances of the present day there is, perhaps, nothing better calculated to disarm the hostility of the class referred to than the number of extraneous manures of definite materials that have become available to the farmer—materials that were unknown in the annals of ancestral wisdom, and which science only could prepare for his use.

"The demands of the farmer are multitudinous. How large is his field of observation! He every day calls many things by their names without knowing their nature or properties, it is therefore only the name and not the things themselves that are known. There is no calling in life that claims so varied acquirements as that of the farmer. He may be said to be in constant attendance at the school of natural science; and if he is well initiated in the branches of knowledge that elucidate the subjects that meet him at every step, his power of reason, his judgment and intellectual advancement, ought to exceed any other class. He has hitherto been taunted and twitted as being behind the age in enlightenment and civilization, but such a designation could no longer apply, were such works as the text-book recommended in general circulation.

"In the programme of the current year agriculture has again been prescribed as one of the branches of study, and the perusal of the same text-book recommended, as that on which the queries put at the examination will be based. The promoters of the literary competition scheme have good reasons to believe that there will be an increasing muster of young men in the agricultural as well as the other departments of knowledge on the card at the examination in January next year. The structure and physiology of animals has been talked of as a branch of study for young farmers for the ensuing year, a topic which has been suggested by the recent small work of Professor Hodges, entitled the '*Animals of the Farm*,' a theme full of interest to the inquiring mind."

QUESTIONS put to the CANDIDATES for Admission into the ALBERT INSTITUTION, at the Competitive Examinations, held in July, 1862.

GRAMMAR.

1. Explain the terms, "concord," "government," "inflection," "case absolute."
2. Give the derivation of "acre," "furlong," "manure," "live stock," "linseed," "arable."

3. Explain this statement—"The English verb has but two tenses, the present and the past."

4. What do you mean by a "passive verb," and by an "impersonal verb?"

5. Parse this sentence—"Those who despise the admonitions of their friends, deserve the mischiefs which their own obstinacy brings upon them."

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ARITHMETIC.

1. Reduce 65,340 yards to statute acres.
2. Multiply £257 16s. 8d. by 356.
3. If the rent of 16A. 3R. 24P. be £12 10s. 6d., what is the rent of 25A. 1R. 16P.?
4. If a tax of £100 be raised off a townland, valued at £2,360, what is the rate per pound?
5. Find, by Practice, the price of 29 cwt. 3 qrs. 14 lbs., at 14s. 6d. per cwt.
6. Find the rent of 346A. 1R. 20P., at £1 5s. 6d. per acre.
7. Reduce an Irish acre to statute measure.
8. Add $7\frac{3}{4}$, $6\frac{3}{8}$, $5\frac{5}{8}$.
9. Extract the square root of .00015876.
10. Find the interest of £356 10s. 6d. for $6\frac{1}{2}$ years, at $4\frac{1}{2}$ per cent.

GEOGRAPHY.

1. Explain the terms "solstice," "equinox," "orbit," "pole," "circle of illumination," "first meridian."
2. State, as nearly as you can, the position of the following rivers:—Nelson, Avoca, Magdalena, Wear, Godavery, Arno, Columbia, Neva.
3. Where are the following places:—Blenheim, Waterloo, Butlersbridge, Hastings, Bannockburn, Quebec, Plassy, Algiers, Moscow, Trafalgar?
4. Name the lakes on the Shannon, and those on the Caledonian canal.
5. Why are the days and nights not always of equal lengths?

BOOK-KEEPING.

1. Journalize the following transactions:—

1861, Jan. 1, Cash on hand,	.	.	.	£750	0	0
" 2, Bought of Wm. Reid, goods,	.	.	.	100	0	0
" " Lent John Robinson,	.	.	.	84	0	0
" 3, Sold John Thomson for cash, goods,	.	.	.	250	0	0

2. When the books are closed the Dr. and Cr. sides of the stock account should be equal if the accounts have been kept correctly. Explain this.
3. How are the following accounts closed:—Cash, Goods, Profit and Loss, Balance.
4. (a) When the Cr. side of the cash account is greater than the Dr. side what conclusion should be drawn?
4. (b) When there is a gain on the year's transactions, which side of the profit and loss account should be greater?

GEOMETRY AND MENSURATION.

1. Bisect a given straight line.
2. Bisect a given angle.
3. Parallelograms upon the same base, and between the same parallels, are equal.
4. The length of a rectangular field is 980 links; what breadth must be taken to include an area of 3A. 2R. 20P.?
5. How many cubic yards in a manure heap, whose length is 36 feet 9 inches; breadth, 24 feet 6 inches; depth, 8 feet 3 inches?
6. A field was measured with a chain which was ten links too short, and the area found to be an Irish acre; what was the true area?

AGRICULTURE.

1. Explain the terms, "manure," "active soil," "physical qualities of soils," "fallowing," "rotation of crops."
2. How would you manage so as to have a supply of "green feeding" throughout the year?
3. What breeds of stock are best for "dairy purposes," for "fattening"? Explain your answers.
4. State the comparative merits of the "four" and the "five" course rotation.
5. Give an account of the order in which the different crops should be sown in spring.
6. State the advantages of "house feeding;" and explain the manner in which "housefed stock" should be treated in the month of May.

GRAMMAR.

1. What is the difference in meaning between "a few," and "few."
2. How are compound tenses formed? Conjugate the verb "go."
3. Correct this sentence—

"It was a pleasure to have received his approbation."

Appendix F. 4. As a general rule, *which* is applied to the lower animals and things without life; state the exceptions.

Report on 5 In this sentence parse the words in *Italics*:—

Agri-
cultural
School
Farms.

*Dr. Kirk-
patrick.*

"Those giant wits in happier ages *born*,
When *arms* and *arts* *did* Greece and Rome *adorn*;
Knew no such *system*—no such *piles* could raise
Of natural worship, *built* on prayer and praise
To one sole God."

ARITHMETIC.

1. From forty-seven millions, thirty-eight thousand and fifty-one units, take thirty-nine thousand and seventy-two units, six tenths, and seven millionths.
2. Divide 8,639,763 by 62·0746859.
3. How often are 19 lbs. 10 oz. contained in 76 cwt. 3 qrs. 18 lbs.?
4. What is the distinction between vulgar and decimal fractions?
5. What vulgar fraction is equivalent to ·0736842?
6. If 27s. are the wages of 4 men for 8 days, working 10 hours per day, what will be the wages of 12 men for 5 days, working 9 hours per day?
7. A and B can perform a piece of work in 8 days, when the days are 12 hours long; A by himself can do it in 14 days of 10 hours each. In how many days of 13 hours can B do it?
8. What is the price of 106 cwt. 3 qrs. 18 lbs. at 17s. 11½d. per cwt.?
9. A merchant failing, owes £40,837 18s. 5d. to his creditors, and has property to the amount of £1,257 19s. 6d., how much per cent. can he pay?
10. If 98 yds. 3 qrs. 1 nail cost £172 1s. 10d., how must it be sold to gain by 3 yards the price of 2?

GEOGRAPHY.

1. Define each of the following terms:—"Circle of illumination," "aphelion," "zone," "isthmus," "bay," "republic."
2. Why are there not two eclipses every month?
3. Show how the character and employment of the people of a country may in a great measure be traced to the nature and direction of its hills.
4. In a coasting voyage from Dungarvan to the Giant's Causeway, what counties, bays, and headlands would you pass?
5. Assign to their respective places the following capes:—"Cape Horn," "Cape York," "Cape Guardafui," "Cape Comorin," "Cape St. Lucas," "Cape Spartivento."

BOOK-KEEPING.

1. Explain what Book-keeping by *double entry* means.
2. What is the use of a journal?
3. How would you open a wine, and close a goods account?
4. Journalize these transactions—

July 1st.

Sold to M. Sullivan and Co. for cash—

10 pipes of Wine at £64 per pipe,	.	.	£640	0	0
7 " " 75 " "	.	.	525	0	0

August 6th.

Took stock, and found on hand.

Cash,	.	.	£1,817	1	0
Wine, 20 pipes at £75 per pipe,	.	.	1,500	0	0

GEOMETRY.

1. Enunciate the 2nd, 23rd, and 40th propositions of the First Book of Euclid.
2. Define a rhomboid.
3. Prove that "Any two angles of a triangle are, together, less than two right angles."
4. Demonstrate the twenty-seventh proposition of the First Book of Euclid.
5. The diameter of a circle is 100 feet; find—
 - (a) The circumference.
 - (b) The area.
 - (c) The diagonal of a square whose area is only one-third that of the circle.
6. The three sides of a triangle are respectively 49 chains, 50 chains 25 links, and 25 chains 69 links; find the area expressed in statute and Irish measure.

AGRICULTURE.

1. Give the general composition of the class of artificial manure denominated "superphosphate."
2. Give the order of succession of the crops in the ordinary five-course rotation.
3. What should be done in Autumn with stubble land as a preparation for turnips and mangels?
4. State the most important effects produced on wet soils by efficient drainage.
5. Describe the treatment (including feeding and grooming) of a farm horse at this season of the year.

Result of answering at "Competitive Examination," held at the Albert Institution, in July, 1862.

Candidates' Names (in order of merit).	Native County.	School last attended.	Reading.	Penmanship.	Dictation.	Grammar.		Geography.		Arithmetic.		Book-keeping.	Geometry and Mensuration.		Agriculture.		Aggregate Result of Answering.		
						Written.	Oral.	Written.	Oral.	Written.	Oral.		Written.	Oral.	Written.	Oral.			
Maximum number of marks on each subject.						60	63	50	50	100	100	80	100	60	100	100	530	415	946
1. Patrick Ashe.	Meath.	Oldcastle.	45	35	55	48	54	50	30	100	95	75	100	36	82½	473	417½	890½	
2. James M'Eniry.	Limerick.	Limerick Model Agricul. School.	45	45	50	45	58½	47	20	100	81½	76	100	43	60	462	394	846	
3. Thomas Dwyer.	Tipperary.	Ditto.	50	45	52½	38	54	29	12	85	80	68	95	34	95	439	365½	805	
4. Edward Hutch.	Cork.	Ditto.	65	50	54½	40	63	25	20	65	52½	44	85	36	80	67½	399½	747½	
5. Francis Martin.	Monaghan.	Bath Model Agricultural School.	40	35	50½	44	49½	36	21	100	50	68	61	25	56	37½	382½	291	
6. Augustine Cogan.	Kildare.	Kill National School.	50	35	56	26	40½	14	10	100	65	71	78	24	50	45	305½	359	
7. James Marshall.	Limerick.	Limerick Model Agricul. School.	55	45	55	17	54	26	28	65	42	54½	60	26	70	60	338	319½	
8. Gilbert Meehan.	Leitrim.	Ballaghameehan National School.	40	40	49½	32	54	21	30	60	86	38½	78	60	35	22½	326	331	
9. Batt Murphy.	Cork.	Cork Model Agricultural School.	35	55	47½	32	49½	27	28	75	47	51	65	16	53	354½	279	633½	
10. John Gartlan.	Monaghan.	Bath Model Agricultural School.	40	30	38	18	40½	32	24	98	54½	60	93	12	28	45	337	276	
11. John M'Gowan.	Leitrim.	Ballaghameehan National School.	40	25	47½	40	40½	26	28	94	82½	63½	60	35	5	15	304	297½	
12. Joseph Flanagan.	Tipperary.	Horewood National School.	50	35	50	30	31½	18	21	91	56	68	58	12	35	45	317	283½	
13. Thomas Gray.	Meath.	Belfast Model Agricul. School.	45	55	26½	36	9	29	5	64	15	33½	65	19	90	67½	365½	194	
14. James M'Guire.	Leitrim.	Cullentrath National School.	40	35	48	29	54	29	31	73	85	22	76	10	5	7½	295	249½	
15. Thomas Gunning.	Leitrim.	Leitrim Model Agricul. School.	45	35	41	30	43	18	18	60	50	34	35	16	34	52½	258	258½	
16. Edward M'Grath.	Galway.	Drimstemple National School.	45	45	41½	24	54	13	10	74	46	50½	20	8	40	7½	221	257½	

SUMMARY.	{	Ulster,	3	From Agricultural Schools,		10	Established Church,	1
		Leinster,	3	National Schools, not Agricultural,		6		-
		Munster,	6	Non-National Schools,		-		15
		Connaught,	5			-		-

Appendix F.

Report on
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patrick.

Appendix F. *Exhibition of Farm Produce at the Albert Institution.*—The Commissioners, in accordance with a suggestion made by L. Waldron, esq., M.P., made a grant of £10, to be awarded in prizes,* for the most varied and best collections of farm produce from the National School Farms, and which were to be exhibited and adjudicated upon at the Albert Model Farm, during the week preceding the Royal Dublin Society's show of fat stock and farm produce in December. The first annual exhibition took place on the 10th of December, and I have pleasure in calling your attention to the following notice of it, which appeared in the public papers:—

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Dr. Kirkpatrick.

"The first annual exhibition of agricultural produce from the Agricultural School Farms in connexion with the National Board of Education took place yesterday, at the Albert Institution, Glasnevin. The Commissioners of Education, in order to stimulate the managers of provincial model farms to greater exertions in the management of crops, have directed that a sum of £10 shall be annually given in prizes to exhibitors of the best farm produce grown at the agricultural schools under the National Board. These annual shows cannot fail to prove of great advantage to the schools under the Board, as they will thus be brought into open competition with each other, and they will severally, doubtless, endeavour to bear off the prizes offered in their respective classes. It may not be inopportune here to state the object of the Model National Agricultural Schools, which is simply this—to afford agricultural instruction to the more advanced pupils attending the literary schools, to set an example of skilful cultivation to the farmers in their neighbourhood, and to educate and train a class of young men destined for agricultural pursuits. In each of the schools, a certain number of paying and free pupils are provided with accommodation; the paying pupils are merely charged the nominal sum of £8 and £6 per annum, for board and residence; and the free places are obtained by competitive examination. But we should have premised that there are three classes of agricultural schools at present under the National Board. There are a number of large or first-class schools, to which we have alluded, sometimes called "Model Agricultural Schools," which are chiefly under the exclusive management of the Board themselves. Secondly—Ordinary Agricultural Schools, or Ordinary National Schools, to each of which a couple of acres of land are attached, and cultivated with the view, as in the case of model farms, of setting an example to the small farmers in the district, and also to contribute to the income of the teacher. Thirdly—Workhouse Agricultural Schools. Many Boards of Guardians in Ireland have sought the co-operation of the National Board in establishing an agricultural department, for the purpose of training up to industry the pauper boys, and of lessening the cost of their maintenance by making their labour productive. The cost of the Ordinary and Workhouse Agricultural Schools is, of course, very small, compared with the outlay on the first class, which is by far the most comprehensive class of agricultural schools. Now, whatever opinion may be entertained as to the working of the Board's schools, no person who is a well-wisher of the agricultural prosperity of this almost essentially agricultural country can entertain any doubt as to the paramount importance of diffusing amongst the people correct notions of the principles on which an enlightened system of agriculture is based. We trust that the agricultural schools are fully realizing the expectations of their founders, and that the Commissioners will be well supported in carrying on institutions which must be capable of contributing largely to the advancement of the agricultural interests of the country.

"The exhibition yesterday was most successful, embracing altogether eighteen collections, representing close upon 300 different lots. Finer specimens of roots we have seldom seen, and the cereals, cabbages, and celeries were equally excellent. There were three sections, viz., first, produce from the Board's own school farms; second, from school farms under local management; and third, from school farms in connexion with workhouses. Messrs. D. Moore and W. J. Goode were appointed judges; and we may say that no persons could be more scrupulously careful and exact in making their awards. First section—First prize, £2; Athy Model Farm; Mr. Ledlie, agriculturist. Second, £1 5s.; Limerick Model Farm; Mr. Kenny, agriculturist. Third, £1; Cork Model Farm; Mr. Cunningham, agriculturist. In this section the judges made a note to the effect that, besides the three collections which were awarded special prizes, there were four others which they considered highly meritorious under the circumstances in which they were severally produced. They were, however, so nearly alike in merit that the judges preferred noticing them together, rather than recommending one of them specially. Second section—First prize, £1 10s.; Cloontagh Ordinary Agricultural School, county Longford; Mr. Potter, agriculturist. Second £1; Camphill Ordinary Agricultural School, county of Sligo; Mr.

* I. From the Board's own school farms:—First prize, £2; second ditto, £1 5s.; third ditto, £1; total, £4 5s. II. From school farms under local management:—First prize, £1 10s.; second ditto, £1; third ditto, 10s.; total, £3. III. From school farms in connexion with Workhouses:—First prize, £1 5s.; second ditto, £1; third ditto, 10s.; total, £2 15s.

Donoghoe, agriculturist. Third, 10s.—No award. Third section—First prize, £1 5s.; *Appendix F.* North Dublin Union; Mr. P. Boyle, agriculturist. Second, £1; Sligo Union Workhouse Farm. Third, 10s.—No award, as there was not sufficient merit. The prizes were awarded for the general collection, and not on account of merit in any particular department; as, for instance, the best mangels exhibited were those grown on the Ulster Model Farm. In like manner, the butter from the Cork Model Farm was considered superior to the samples exhibited by the other Agricultural Schools. The Athy school, which obtained the first prize in the first section, sent no less than forty-three lots, and in every department the quality of the produce was excellent. The Limerick school exhibited thirty-one specimens, and the Cork school forwarded twenty-four samples. Mr. William Boyle, agriculturist at the Albert Model Farm, exhibited a very large and splendid collection of the produce of the farm, but it was not entered for competition with the other schools. It comprised thirty-five lots, consisting of mangels, turnips, kohlrabi, potatoes, carrots, parsnips, cabbages, onions, wheat, oats, barley, beans, peas, grass-seeds, mangel-seeds, and butter. Cards were attached to the different kinds of turnips, carrots, and mangel, showing what had been the average produce of each per acre this year. Many of the collections exhibited yesterday will be brought forward at the winter show of the Royal Dublin Society, but not for competition."

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New Text-Book.—I may mention that a text-book* has been added to those already in use in the National Agricultural Schools, which will, no doubt, prove to be of great value to the pupils. Its author, Professor J. F. Hodges, says:—

"The kind reception which has attended previous attempts to render the facts of agricultural science accessible to the young farmer, and the adoption of the "Lessons in Chemistry and its Application to Agriculture," and of the "First Steps to Chemistry," in the schools of the National Board of Education, and in many public and private academical establishments, both in this country and in England, Scotland, and America, have encouraged me to prepare this little book to serve as an introduction to the study of the structure and physiology of the animals of the farm. Its contents are chiefly derived from the lectures which I have delivered before the pupils of the Albert Farm, Glasnevin, in connexion with the National Board. The interest which I found excited by these lectures induces me to hope, that in the present form the information which it attempts to convey may be found useful and acceptable to all classes of agriculturists. I dedicate it to my friend, Dr. Kirkpatrick, in acknowledgment of his zealous efforts in the cause of agricultural education, and to the pupils of the Albert Farm, in testimony of the earnest desire for obtaining professional knowledge by which I have, on all occasions, found them to be distinguished."

And in the introduction to the little work, he remarks:—

"The object of the following chapters is to present the agricultural student with a series of outlines of the structure and physiology of the animals of the farm. The study of the interesting and curious processes by which the inanimate materials collected from the soil and the air by the labours of the plants grown in our fields, are converted into the substance of the living animal, and of the means by which these materials may be most economically and profitably employed, so as to secure its most perfect development—to give to the horse firm and active muscle, to the milch cow an abundant secretion of rich milk, and rapidly to cover the fattening animal with a heavy weight of succulent flesh—must, at all times, be full of interest even to those not engaged in agricultural pursuits.

"As contributing to the extension of other branches of agriculture, as giving manure for plants and food for man, the animals of the farm, at the present time, properly attract a large share of the attention of enlightened agriculturists in every part of the world. The improvements which have been introduced into this department of husbandry, and the influence which these exercise upon the condition of the entire community, also materially interest the statesman, as well as the agriculturist.

"The value of the cattle of the farm as the source of one of the most substantial articles of human food, is at present occupying the anxious consideration of several European countries, from the influence which its too limited supply is regarded as exercising on the physical development of the people. It is justly considered that the insufficient amount of animal food which enters into the dietary of the great mass of the population, exerts a most deteriorating influence upon their condition; and thoughtful men in France, and several continental states, have been induced to urge upon the farmers the propriety of diminishing the extent of the expensive, and—even under the more favourable circumstances of those countries—frequently hazardous cultivation of grain crops, and to increase

* "Outlines of the Structure and Physiology of the Animals of the Farm, for Agricultural Students and Farmers." By John F. Hodges, M.D., F.R.S., &c. London: Longman, Brown, Green, and Roberts. 1862.

Appendix F. the culture of roots, and thus to enable them to feed a greater number of animals, and to lower the price of meat, so as to render it more accessible to all classes.

Report on Agri-cultural School Farms.
Dr. Kirkpatrick. "The moist and temperate climate of Ireland, and the soils of this island, naturally so productive of tender and succulent herbage, are admirably adapted to the perfect development of the best breeds of cattle; and even in districts where no extensive natural pastures now exist, it is possible, in this country so favourable to the growth of roots, by adopting the rules of improved agriculture, greatly to increase the annual produce of animal food, and thus contribute to the advancement of agriculture, and convert into nutritious products the largest possible amount of the materials of the earth, and also provide the means for its continued fertility. 'You may judge,' remarks Boussingault, the 'farmer of Bechelbronn,' one of the most distinguished of the agricultural chemists of Europe, 'of the state of agriculture in a country by the attention which its farmers give to the preservation of manure;' so also may we fairly regard the possession of numerous flocks of good cattle, now, even as it was in the days of the patriarchs—whose wealth we are told was 'in cattle'—as a sure sign of agricultural prosperity.

"In our survey of the animals of the farm we shall adopt the following arrangement, and consider—

"1. The nature of the materials of which animals are composed—the raw material of the animal fabric.

"2. The peculiar forms or structures into which these materials are converted in the bodies of animals.

"3. The solid framework of the animal.

"4. The arrangements by which the health of the animal is maintained—digestion—the circulation of the blood—respiration.

"5. The circumstances which influence the production of the various parts of the animal body.

"6. The relative value in feeding of the crops usually grown by the farmer.

"7. The treatment of the chief departures from health, or the diseases to which the animals of the farm are liable."

The International Exhibition.—The Commissioners having considered it desirable that Mr. Baldwin and I should visit the International Exhibition, with the view of examining the collections of agricultural machinery and implements from foreign countries, as well as those from the United Kingdom, and of procuring specimens of farm produce, &c., for the museum of the Albert Institution, we proceeded to London in the month of June; and I am happy to say that our mission was attended with gratifying results.

It is unnecessary to remark that the agricultural departments in the International Exhibition presented a vast field for admiration and instruction; and of the agricultural machinery and implements in the "Eastern Annexe," and in the show-yard of the Royal English Society, held in Battersea Park, which we also visited, it has been justly and very truly said, that never was the standard of excellence so high, or perfection so nearly approached. At Battersea the entries of implements and machines amounted to 5,094, and it was computed that their value amounted to about £100,000.

We waited upon the representatives of the most eminent makers of agricultural implements and machinery, as the Messrs. Howard, Messrs. Hornsby, Messrs. Garrett, Messrs. Tuxford, and Messrs. Underwood, Tinkler, Pickering, Ashby, &c., &c.; and it is very gratifying to be enabled to state, that they most kindly entered into our views, and have since made handsome presentations of some of their most improved implements, or parts of implements, illustrative of their latest improvements.

We also purchased a few foreign agricultural implements, which will be both interesting and instructive to the pupils. The countries from which they were procured are France, Sweden, Austria, Prussia, and Canada.

The following countries—Russia, Belgium, France, Canada, Sweden, New Brunswick, and Australia—most kindly contributed specimens of the collections of grains, &c., exhibited by them at the World's Fair, and, when arranged, will give interesting additions to the museum.

To the eminent firm of Vilmorin, Andrieux, and Co., of Paris, we are deeply indebted for their kind and liberal presentation of a copy of their

“Album Vilmorin,” which contains numerous beautiful and well-executed coloured drawings of flowers, agricultural plants, &c., &c.

A very unique and interesting collection of flax and its products, the articles having been part of the much-admired Linen Trophy, which was sent from Belfast to the International Exhibition, has been presented to the Albert Institution through the kind aid of Sir Edward Coey, of Belfast. The case contains specimens illustrative of the linen manufacture in its several stages, from the coarse fibre to the finest cambric.

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The Messrs. Sutton and Sons, the eminent seedsmen of Reading, have, in the most generous and obliging manner, presented truly splendid collections of grasses and grass-seeds. The collection consists of eighty-three different grasses, and sixty-three various sorts of grass-seeds, and have been pronounced by Dr. Moore, of the Royal Glasnevin Botanic Gardens, to contain many of the finest specimens he has ever seen. Such a valuable presentation reflects the greatest credit on the liberality and obliging kindness of the Messrs. Sutton. The collection will, I am certain, be highly and justly appreciated by the present and succeeding classes of pupils at the Albert Institution as a very valuable addition to the numerous other educational appliances so amply provided for their benefit.

F. F. Hallett, esq., of the Manor House, Brighton, the grower of the “Pedigree Nursery Wheat,” which is engaging so much attention on the part of agriculturists, presented a neatly-arranged case of specimens of the grain, which illustrate the improvement that may be effected in wheat “bred,” on the same principle of repeated selection which has produced pure races of farm animals.

In compliance with a desire expressed by Professor Cameron, a series of experiments, with various manurial substances for the turnip crop, were carefully carried out on the Albert Model Farm during the past season.

The following Table gives the names of the manures, produce, &c., the particulars having been carefully recorded and supplied by Mr. Boyle, the Agriculturist :—

No. of Lots.	Variety of Turnip.	Date of Sowing.	Date of Lifting.	Manures applied, per Statute Acre.	Produce, per Statute Acre, Bulbs.	Produce, per Statute Acre, Tops.	Total Produce, Bulbs and Tops, per Statute Acre.
1	Yellow Aberdeen,	June 17,	Nov. 21,	No manure,	Tons. cwt. st. lbs. 19 19 5 3	Not weighed.	—
2	Do.	Do.	Do.	5 cwt. Superphosphate of Lime, 4 cwt. Chloride of Potassium, 1 cwt. Sulphate of Ammonia,	24 18 0 0	Not weighed.	—
3	Do.	Do.	Do.	No manure,	22 5 2 1	7 7 4 3	29 12 6 4
4	Do.	Do.	Do.	Duplicate of Lot 2,	22 10 5 0	6 7 6 12	28 18 3 12
5	Do.	Do.	Do.	5 cwt. Superphosphate of Lime, 4 cwt. common Salt, 1 cwt. Sulphate of Ammonia,	21 14 4 3	7 8 3 5	29 2 7 8
6	Do.	Do.	Do.	No manure,	19 16 7 11	7 7 4 3	27 4 4 0
7	Do.	Do.	Do.	Duplicate of Lot 5,	22 4 2 12	7 12 7 1	29 17 1 13
8	Do.	Do.	Do.	No manure,	21 17 1 9	7 7 4 3	29 4 6 4
9	Do.	Do.	Do.	8 cwt. ground Coprolites,	21 2 0 1	6 14 0 12	27 16 0 13
10	Do.	Do.	Do.	No manure,	18 18 1 8	7 7 4 3	26 5 5 11
11	Do.	Do.	Do.	5½ cwt. Bone Ash,	20 14 6 12	6 8 5 13	27 3 4 11
12	Do.	Do.	Do.	No manure,	18 4 6 4	6 8 5 13	24 13 4 3
13	Do.	Do.	Do.	14 cwt. dissolved Coprolites,	22 2 4 8	8 4 4 1	30 7 0 9

In a communication with which I have been kindly favoured by Dr. Cameron, he says :—

“The objects which I had in view when I proposed the carrying out of the experiments were :—

“Firstly. To determine the relative manurial value of the salts of soda and potash.

Appendix F. "Secondly. To ascertain the relative fertilizing action of the different kinds of phosphate of lime.

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"You are aware that in my 'Contributions towards the Knowledge of Inorganic Constituents of Plants,' I have detailed the results of several experiments on the small scale which point to the conclusion that potash is indispensable to cultivated plants, but that soda is not, though it may *in part* replace potash. Turnips naturally contain a large proportion of soda compounds, but this fact I attribute to mere accident. The salts of soda are abundant in the soil, are very soluble, and therefore are easily taken up into the mechanism of plants, and being innocuous are retained therein without injurious results to the plants. The juices of such succulent plants as turnips and mangels are very crude, and, without doubt, they include substances which are not essential to vegetables, and which, therefore, are seldom, if ever, found in highly elaborated parts. For example, the root of the turnip often contains soda, but its seeds are invariably destitute of that substance.

"The results of the experiments with the chloride of potassium *versus* the chloride of sodium, appear to show that the potash compounds exercised the more manurial power on the crop. It, however, appears somewhat strange, that the unmanured plots produced such heavy crops. I fear the soil was too good to be employed in the determination of the relative value of artificial manures.

"The experiment with coprolites, bone ash, and dissolved coprolites, had for its object the determination of the relative fertilizing value of the phosphate of lime as it exists in these substances. The results apparently prove that soluble phosphate of lime is the most valuable, and that coprolite phosphate is more efficacious than bone-ash phosphate. It is the general belief that coprolites are valueless as a manure, unless when acted upon by a strong acid, but the results of the experiment in question prove the contrary. It appears strange that the coprolite phosphate should excel the bone-ash phosphate; but this may be accounted for by the circumstance, that the former was in a state of very minute division—in fact, an impalpable powder; whereas the latter was applied in a rather coarse state—in the form in which it occurs in commerce.

The three kinds of manure employed in this experiment contained exactly the same amounts of phosphate of lime. As you are aware, sulphate of lime is an accidental product in the manufacture of soluble phosphate of lime, but the dissolved coprolites which were used in this experiment consisted solely of soluble phosphate, and useless insoluble matter, such as sand. I separated from it the sulphate of lime, in order to obviate the possibility of the fertilizing effects of that substance vitiating the results of the experiment."

I have much pleasure in calling attention to the following statement, drawn up by Mr. Baldwin, on the comparative feeding value of kohlrabi and swedish turnips, and containing some remarks on mangel wurzel.

"It occurred to me," says Mr. Baldwin, "that it would prove instructive to the pupils of the Albert Institution, and at the same time interesting, and not uninteresting to the public, if we tested the feeding value of the kohlrabi grown on the Albert Model Farm practically in the cattle byre.

"On mentioning the matter to my superior officer, Dr. Kirkpatrick, he, with his usual kindness and desire for promoting every object of public usefulness, encouraged me to carry out my views; and for this purpose we selected four beasts, on which we tried as carefully as we could the experiments which form the subject of this memorandum.

"On the evening of the 2nd of January last, the animals were placed in a four-stall stand in a very well constructed byre, and given in charge to a pupil named Patrick Hill, remarkable for his steadiness and good conduct. For convenience of reference we shall divide them into—

"Nos. 1 and 2 making up lot 1, fed on kohlrabi, oil-cake, and hay; 3 and 4 making up lot 2, fed on Swedish turnips, oil-cake, and hay.

"Nos. 1 and 4 were more than 'half fat' (using the expression in the sense in which it is employed in *Ewar's Cattle Gauge*) when the experiment was commenced, and they had been stall-fed on Swedish turnips, oil-cake, and hay for some time previously. As they differed very little in weight and condition, they made a good match; and I can say this the more confidently, because I saw them once, sometimes twice a-day, for the previous six months. Numbers 2 and 3 were young milch cows, which also made a capital match, being as nearly as possible equal in weight and condition.

"As the animals fed on kohlrabi did not relish it, and as it was desirable to allow for the change which a change of food may produce in the system, the experiment did not really commence till the 12th of January. On that day the animals weighed as follows:

		Cwts.	Stones.			Cwts.	Stones.
No. 1,	.	10	1	No. 3,	.	7	5
2,	.	7	4	" 4,	.	10	2

From that date till the 25th of January they got the following kinds and quantities of feeding daily: *Appendix F.*

	No. 1.	No. 2.	No. 3.	No. 4.	Report on
Roots, stones,	7½	6	6	7½	Agri-
Oil-cake, lbs.,	4½	3	3	4½	cultural
Hay, lbs.,	10½	10½	10½	10½	School
					Farms.

The roots were given in three feeds—viz., at 6.30 a.m., 12 o'clock noon, and 6.30 p.m.; and the cake in three feeds—at 10 o'clock, a.m., 3 o'clock, p.m., and half-past 8 o'clock in the evening. These hours were adopted because Numbers 1 and 4 had been fed at the same time before I took any part in their feeding. From the commencement Numbers 1 and 2 showed an unwillingness to eat the kohl-rabi, but as we presented it to them in as clean a state as possible they had managed to eat it before the subsequent feed of oil-cake. I would have preferred to mix the cake with the roots from the commencement, but we were unwilling to make too many changes in the feeding all at once.

"On the evening of the 24th of January I wrote out the following scale of feeding, which came into use on the morning of the 25th:—

	H. M.	{	Roots, stones,	No. 1.	No. 2.	No. 3.	No. 4.
At 6	30 p.m.	{	Cake, lbs.,	3	2½	2½	3
		{	Cake, lbs.,	1½	1	1	1½
" 12	30 p.m.	{	Roots, stones,	3	2½	2½	3
		{	Cake, lbs.,	1½	1	1	1½
" 6	30 p.m.	{	Roots, stones,	3	2½	2½	3
		{	Cake, lbs.,	1½	1	1	1½
" 9	30 p.m.	{	Hay, lbs.,	7	7	7	7

In this way the kohl-rabi was eaten up more quickly than before; still on no one occasion did I find that they were used as eagerly, or in so short a time, as the Swedes; and I may now observe that the cows fed on this root showed as much unwillingness to eat it at the close as at the commencement of the experiment, notwithstanding that it lasted forty days.

"The cattle were again put upon the weighing machine on the 11th of February, and weighed as follows:—

	Cwts.	Stones.		Cwts.	Stones.
No. 1, barely	10	4	No. 3,	8	3
" 2,	7	6	" 4,	10	7½

The increase in live weight in each beast and lot for thirty days may be put thus:—

	Weight on 12th Jan. Cwts. Sta.	Weight on 11th Feb. Cwts. Sta.	Increase in 30 days. Sta. Sta.
Lot 1, fed on kohl-rabi, &c.,	No. 1, " 2, 10 1 7 4	10 4 7 6	3 2
Lot 2, fed on Swedish turnips, &c.,	No. 3, " 4, 7 5 10 2	8 3 10 7½	6 5½
			11½

It thus appears that the lot fed on Swedish turnips, oil-cake, and hay, increased in live weight in the same time more than twice as much as the lot fed on the same quantities of kohl-rabi, oil-cake, and hay. This experiment and my previous observation leave little doubt on my mind that Swedish turnips are, weight for weight, better for stall-feeding than kohl-rabi. I am aware that others have spoken very highly of the crop for feeding purposes, but I have not seen any comparative experiments in support of their views.

"I am also aware that in the able and elaborate paper on kohl-rabi, contributed to the *Journal of the Royal Agricultural Society of England* (vol. xx.), an organic analysis of the roots by Dr. Anderson is given, from which it would appear that it ought to possess far higher feeding value than Swedes. It may be interesting to compare the analysis which has also appeared in Professor Wilson's work on 'Farm Crops,' with Dr. Voelcker's proximate average composition of Swedes, as given in his 'Chemistry of Food,' and as I shall say something of mangel, I add its average composition as given in the same work:—

	Kohl-rabi. Anderson.	Swedes. Voelcker.	Mangel Wurzel. Voelcker.
Water,	86.740	89.460	87.780
Nitrogenized compounds, or flesh-formers,	2.750	1.443	1.540
Respiratory compounds, heat-givers, and fat producers,	8.620	5.932	8.600
Fibre,	0.770	2.542	1.120
Ash,	1.120	0.623	0.960
	100.000	100.000	100.000

"If these figures represented the average composition of these roots, and if chemical analyses were an unerring test of the absolute or comparative feeding value of the several

Appendix F. articles of food, kohl-rabi would possess far higher value than Swedes, and Dr. Anderson would be perfectly justified in saying, as he has said, in a passage quoted from him by Mr. Lawson, that 'kohl-rabi materially surpasses the best Swedes, which rarely contain more than 9 or 10 per cent. of solid matters, and about 1-5th per cent. of nitrogenized compounds.* It is not, however, safe to found any conclusions on the analysis of a single specimen of any root; and, in the present state of science, it is almost as dangerous to attempt to form an opinion as to the feeding value of any substance by chemical analysis alone. This is not the place to enter more fully into the merits and demerits of chemical analysis, nor do I wish to pass the boundary that separates the domain of the scientific agriculturist from that of the professional analyst; but I must say, in the interest of practical agriculture, that any attempt to found a system of cattle-feeding on chemical analysis alone is liable to end in disappointments and losses. The chemist has been eminently useful to the cattle-feeder; but the chemist is not, in his laboratory, competent to form a correct and reliable opinion of the actual relative or absolute value of feeding stuffs.

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Dr. Kirk-
patrick.

"All my observations on kohl-rabi as a feeding substance incline me to think that it is better adapted for the production of milk than flesh and fat. I have found that a given weight of it produces fully as much milk and of better flavour than Swedes. The experiment more immediately under consideration is very much in favour of the former root, both as regards the quantity and quality of the milk. Thus, the two heifers, which were giving about the same quantity of milk when the experiment began, yielded in 30 days—

No 2. Fed on kohl-rabi, &c.,	92½ quarts.
† No. 3. Fed on Swedes, &c.,	78 "

And again, I used lactometers of the same size and construction for the purpose of determining the quantity of cream in the milk; and that produced from kohl-rabi gave a higher per centage than the other, the excess varying from 1 to 2 per cent., the average of the trials giving 1½ per cent.

"It is generally believed that cows fed on Swedes give milk richer in cream than those fed on mangels; but taking into account the greater flow of milk obtained from mangel wurzel, the better flavour of the milk so obtained, the greater certainty of the crop in many cases, more especially where, from being too often repeated on the land, the Swedish turnip fails, and the greater weight of roots obtained when the soil and climate are adapted to its growth, I hope it will not be amiss if in this statement I express the opinion that the extension of the area under mangel wurzel in Ireland is a problem worthy of the consideration of those who are sincerely desirous of promoting the agricultural interests of the country.

"We have in Ireland upwards of 15,000,000 of acres of arable land. Of these, we had in 1862, 377,149 acres under turnips, and only 23,245 acres under mangel wurzel; or 1 acre of the latter for every 16½ acres of the former. Comparing the areas under these crops in the four provinces for 1862, I find—

In Leinster one acre of mangels for every 9.8 acres of Swedes.	
In Munster,	20.7 "
In Ulster,	22 "
In Connaught,	36.8 "

"When we consider the advantage which the mangel crop possesses—its great freedom from those diseases which often destroy the turnip crop; the increased chances of growing better turnips by alternating or rotating it with mangel, as those crops come round in the rotation; its greater production when the land is made deep and rich, as it ought to be; its admirable adaptation for milch cattle; and its well-known property of keeping sound for a long time in pits—I submit that the above proportions might be materially altered in favour of this crop.

"It must not be inferred from this statement that I advocate any curtailment of turnip husbandry. What I advocate is, not a decrease in the area under any of our well-established green crops, but an extension of that which I believe to be the most productive on the deeply tilled and well-manured lands of this country; and if the total area under green crops is not increased, that the mangel should receive more attention than has been hitherto bestowed upon it. I desire to see its cultivation better understood, and its properties

* Since the publication of Dr. Anderson's analysis of kohl-rabi, Dr. Voelcker has analysed both the green and purple varieties, the results of which are published in the 21st volume of the *Journal of the Royal Agricultural Society of England*. "Theoretically," he observes, "kohl-rabi is fully equal, if not superior, to Swedes or mangels;" but he very properly adds—"These remarks, however, apply only to the specimens which I had an opportunity of examining. Future examinations, and, above all, practical feeding experiments, are required to establish fully the comparative feeding value of kohl-rabi."—Page 95.

† In explanation of the small yield of milk, I may add, that these are very young cattle, and a considerable time has elapsed since they calved.

better appreciated by the tenant-farmer. On the Glasnevin soil we find it a far more productive and a safer crop than Swedes; and it is not a little interesting to find that, without a single exception the average yield of the mangel, as shown in the returns of the Registrar-General, has exceeded that of turnips since the collection of these statistics were begun, in 1847. Through the courtesy of Mr. Donnelly, I am enabled to compile the following table of the annual acreable yield of those crops:—

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Mangel Wurzel.			Turnips.			Dr. Kirk- patrick.
	Tons.		Tons.			
1847, . . .	18-0		15-5	1855, . . .	18-0	16-6
1848, . . .	17-5		14-3	1856, . . .	13-0	12-9
1849, . . .	18-5		16-1	1857, . . .	13-9	12-5
1850, . . .	17-9		15-7	1858, . . .	13-7	12-9
1851, . . .	18-0		15-9	1859, . . .	11-4	10-7
1852, . . .	18-1		15-9	1860, . . .	9-1	8-3
1853, . . .	17-7		16-4			
1854, . . .	17-2		15-8	Average of 14 years,	17-2	14-2

"If these figures and the reflections in which I have indulged possess any interest or value, their consideration is just now opportune for many reasons. In the first place, the proper season for preparing the ground for mangel wurzel is not very far distant; and secondly, every agricultural suggestion possessing any value, no matter how little, should receive the fullest consideration at the hands of those who are patriotically using their influence to alleviate the pressure of the times and to raise the small farmer to a position in which he would be able to cope with those vicissitudes of seasons, which will always weigh heavily upon him so long as he relies mainly on grain crops to meet his engagements. Under these circumstances, I venture to suggest the propriety of enlarging the area under mangel wurzel, not only because it is a productive and profitable root, but also because it will extend green crop husbandry, which, bringing in its train more productive industry, more meat, more dairy produce, and even more corn, I regard as the great foundation on which to build up the permanent agricultural prosperity of Ireland."

The following farm statistics, to which I have referred in a preceding part of this report, have been furnished by the local managers of several of the Board's principal school-farms.

Mr. Boyle, the agriculturist at the Albert Model Farm, when forwarding the following returns of the various crops grown on that farm in 1862, writes me thus:—

"ALBERT MODEL FARM."

"Besides the crops given in the following tables, beans, peas, and flax were grown on the farm in 1862. The bean crop is generally light on this farm; the soil is not strong enough to give firmness to the straw, and is not well suited for peas, although in some dry seasons a mixed crop of beans and peas has returned a large produce. The flax was a very fair crop; the seed was ripped off and saved in good condition for feeding purposes; but the produce of fibre has not yet been ascertained.

"A large quantity of Italian rye-grass seed was saved from the second cutting of the first year's grass, the produce being from 25 to 35 bushels per statute acre. The seed so saved is quite free from weeds, and is much sought after by neighbouring farmers and others, who find it a great improvement on imported seed, which is hardly ever free from seeds of very troublesome weeds.

"An English gentleman, when visiting here some time ago, was so pleased with the crop of rye-grass about to be cut down for seed, that he offered 5s. per bushel for 320 bushels, to be forwarded to his estate in Wiltshire.

"General Remarks.—The year 1862 has been remarkable for the unusually unfavourable spring, wet summer, and late harvest; and the results have told with great severity on the farming interest. As will be seen, on referring to the tabulated return, the wheat crop was fully 25 per cent. below the average produce on this farm, and the deficiency throughout the country may be calculated at the same rate. The quality of the sample of wheat was also very inferior, so that the loss on this one crop alone for 1862 would probably amount to one million sterling for the whole of Ireland.

"Although the result of the transactions on this farm for the past year is not by any means so satisfactory as we had hoped for, still, taking into account the difficulties we had to contend with in common with farmers generally, and that our expenditure in wages has been larger than usual, owing to a reduction in the number of pupils, I think, under the circumstances, it may not be considered altogether unsatisfactory that, after paying all demands on the farm, we have about £100 to its credit on the transactions of the past year.

"W. BOYLE."

RETURNS of the Crops at the Albert Farm, 1862.

WHEAT, OATS, AND BARLEY.

Variety.	Date of Sowing.	Date of Reaping.	Produce, per Stat. Acre.	Weight, per Bushel.	OBSERVATIONS.
WHEAT.					
Nottingham Red, .	Feb. 22,	Sept. 30,	14 0	60½	Promised well until it got into flower. Much diseased before ripe.
Nursery Red, .	Ditto,	Ditto,	13 5	62½	Ditto.
Browick Red, .	Dec. 21, '61,	Sept. 22,	13 4	61½	Ditto.
Red Chaff White, .	Dec. 20, '61,	Sept. 17,	13 1	61½	Ditto.
April, . . .	April 12,	Oct. 6,	10 0	60	A very poor crop, though not diseased. Sown where winter wheat had failed. Does not suit this farm as the straw is very weak.
OATS.					
Potato, . . .	March 11,	Aug. 28,	28 0	42	This was a magnificent crop; the largest, with one exception, for nine years on this farm.
Early Sandy, . .	April 10,	Sept. 15,	24 3	42½	An excellent crop; straw good, stands well, and the grain is heavy per bushel.
Black Tartarian, .	March 29,	Sept. 4,	25 6	39	This variety hardly ever fails to give a large return. The straw, however, is coarse, and grain lighter than the other sorts.
Canadian, . . .	April 10,	Sept. 8,	21 7	43½	This gives a very fine, heavy sample of grain, but the straw is very bad and lodges more than any of the others.
BARLEY.					
Chevalier, . . .	May 3,	Oct. 2,	18 5	52	A very fair crop for the season, but the sample not so good as usual, owing to the wet summer and harvest.

MANGEL AND TURNIPS.

No. of Lot and Variety.	Date of Sowing.	Manure applied, per Statute Acre.	Produce, per Statute Acre.	OBSERVATIONS.
			Tons. cwt. st.	
MANGEL.				
1. New Oval Yellow,	May 3,	25 tons farm-yard, 1½ cwt. Peruvian guano, 6 cwt. common salt,	29 13 1½	This was a very fine crop. Some of the seed (which had been saved on the farm) was three years old, and the crop from it was equally good with that from imported seed. This is a strong growing variety, with more than average leaves. The produce from these lots is rather below an average; but very fair taking into account the wet season and the lateness of sowing.
2. Long White,	May 16,	Ditto, and 2 cwt. mangel manure,	27 0 2	
3. Long Red, . .	May 14,	Ditto, .	26 12 2	
4. Yellow Globe, .	May 12,	Ditto, .	23 18 6	
5. Long Yellow, .	May 15,	Ditto, .	22 13 3	
6. Red Globe, . .	May 16,	Ditto, .	22 12 1	
TURNIPS.				
1. Skirving's Swede,	June 7,	20 tons farm-yard, 1½ cwt. Peruvian guano,	23 9 3	A very good sound crop. The difference of three days in sowing, between this and lot 1, gave the latter a start in brairding; but for this I think the produce here would have been equal to No. 1. A very fine crop. Odd bulbs weighed from 10 to 14 lbs. A very even good crop. Ditto. Seems to be no improvement on the established varieties. This is a sound, good-keeping sort. A good sort for late sowing. A fast and strong growing turnip, very soft, and does not keep long. Perhaps the very best white turnip.
2. Shannon's do. .	June 10,	Ditto, .	22 3 7	
3. Dale's Hybrid, .	June 14,	Ditto, .	25 13 1	
4. Tweeddale Purple Top,	June 17,	Ditto, .	23 14 0	
5. Yellow Aberdeen,	June 26,	15 tons farm-yard, 2 cwt. super phosphate, 1 cwt. Peruvian guano,	20 6 6	
6. Yellow Tankard, .	Ditto,	Ditto, .	18 3 0	
7. Waite's Eclipse, .	June 28,	Ditto, .	20 13 0	
8. Imperial Border, .	July 2,	Ditto, .	19 17 7	
9. Red Norfolk, . .	Ditto,	Ditto, .	19 0 0	
10. Pomeranian White Globe,	July 3,	Ditto, .	19 18 0	

RETURNS of the Crops at the Albert Farm, 1862—*continued*.

KOHL-RABI.

No. of Lot and Variety.	Date of Sowing.	Manure applied, per Statute Acre.	Produce, per Statute Acre.	OBSERVATIONS.
KOHL-RABI.				
1. Green Kohl-rabi, .	May 10,	25 tons farm-yard, 1½ cwt. Peruvian guano, 6 cwt. common salt,	Tons. cwt. st. 17 12 6	This was a very good and sound crop.
2. Purple do., .	Ditto,	Ditto,	9 11 6	Went greatly to top, likely owing to spurious seed. In any previous year the produce, per acre, of the two sorts, was nearly equal.

CABBAGES, WINTER VETCHES, AND TRANSPLANTED RAPE.

Variety.	Date of Planting or Sowing.	Produce, per Statute Acre.	OBSERVATIONS.
CABBAGES.			
Drum-head and Early York,	April 19,	Tons. cwt. st. 25 0 0	This was an excellent crop of early and late sorts mixed. The Yorks were consumed in the autumn, when they are very valuable for pig-feeding, &c. ; and the Drum-head gave a large amount of feeding in November and December.
WINTER VETCHES (followed by Turnips*),	Oct. 5,	12 0 0	Sown after wheat. Top-dressed in spring. Consumed in the month of June, between the first and second cuttings of Italian rye-grass, and are a very useful variety of feeding at that particular time.
*Pomeranian White Globe,	July 12,	18 0 0	A very even good crop.
TRANSPLANTED RAPE.			
Broad-leaved Dutch,	Sept. 12 to 30th,	10 0 0	This crop was planted after early potatoes, and gave a large amount of valuable feeding for milch cows from 24th March to 22nd April, at a time when grass is barely fit to cut, and the roots nearly all consumed.

MANGEL AND CABBAGES TRANSPLANTED FOR SEED.

The season turned out so very wet that the mangel did not ripen its seed, as it requires a warm summer in this climate to save it properly.

A parcel of Early York cabbage seed was saved in excellent condition.

POTATOES.

No. of Lot and Variety.	Date of Planting.	Produce, per Statute Acre.			OBSERVATIONS.
		Sound.	Diseased.	Total.	
POTATOES.					
1. Kemps ("Smooth"),	March 7,	9 0 0	0 10 0	9 10 0	Sold in the Dublin market in the month of August. An excellent crop.
2. Kemps ("Regents"),	March 20,	6 17 0	1 3 0	8 0 0	Sold in the month of September. Not more diseased than lot 1 in August.
3. Red Rocks, . .	March 21,	9 2 6	0 5 6	9 8 4	Raised on the 25th October. This seems to be an excellent variety from the first year's trial. Very good for table use, and kept well over the winter.
4. White Rocks, .	April 21 to 30th,	7 5 3	0 3 1	7 8 4	A very good crop, taking into account the rather late season of planting.
5. Scotch Downs, .	Ditto,	6 8 6	0 3 2	6 12 0	Ditto.
6. Skerry Blues, .	Ditto,	7 19 0	0 2 4	8 1 4	This is a very strong growing and good variety, keeps remarkably well, but is not usually so good for table use as any of the above.

Note.—I have no doubt if Nos. 4, 5, and 6, had been planted at the same time, and under similar circumstances, as Nos. 1, 2, and 3, that the produce of the former would have been equal, if not greater, than that of the latter.

RETURNS of the Crops at the Albert Farm, 1862—continued.

CARROTS AND PARSNIPS.

No. of Lot and Variety.	Date of Planting.	Produce, per Statute Acre.			OBSERVATIONS.
		Sound.	Diseased.	Total.	
CARROTS.					
White Belgian, . .	April 17,	—	—	8 0 0	Much below an average crop. We find them very valuable for horses in spring time, and are kept over for that purpose.
PARSNIPS.					
Large Guernsey, . .	April 17,	—	—	5 0 0	Sown rather late; light crop. Sold at the rate of £18 per stat. acre.

Appendix F. RECORD of the Rain-fall and Highest and Lowest Temperatures, at Glasnevin, from the 1st of January to the 31st of December, 1862.

Report on Agri-cultural School Farms.		Temperatures.		Rain Fall. Inches.		Temperatures.		Rain Fall. Inches.
		Highest.	Lowest.			Highest.	Lowest.	
Dr. Kirkpatrick.	January, . . .	53°	29°	3·030	July, . . .	72°	46°	3·950
	February, . . .	57	20	·570	August, . . .	69·5	44	1·750
	March, . . .	56·7	28	4·310	September, . . .	67	42	1·620
	April, . . .	62	28	5·682	October, . . .	66	32	2·830
	May, . . .	67	38	3·130	November, . . .	57	27	1·490
	June, . . .	72	42	3·382	December, . . .	56	31	1·760

ATHY SCHOOL FARM.

I beg to submit the following statement, relative to the cropping, &c., of this farm, for the past year.

“Green Crops.”—All the crops under this heading, with the exception of mangels and carrots, were nearly an average of former years. The following was the produce per statute acre, viz. :—Mangels, 16 tons; turnips, 20 tons; carrots, 5 tons; potatoes, $4\frac{1}{2}$ tons.

“Of the several varieties of potatoes cultivated here, Skerry Blues were most free from disease; about one-fourth of the Scotch Downs, White Rocks, and Red Rocks, were diseased; and the earlier varieties, which were sold off before the blight made its appearance, sustained little injury.

“Grain Crops.”—These crops produced per statute acre as under, viz. :—Wheat, 8 barrels; barley, 11 barrels; oats, 8 barrels. The average of the oats would have been higher were it not that the produce on the recently reclaimed land was bad. I did not expect that the oats on this portion of the farm would give anything like a fair return; but I must say, that considering the season, &c., the crop fully realised my expectations.

“Grass Seeds.”—The extent occupied by Italian Rye-grass was sixteen statute acres; the produce of hay was, from the first and only cutting, two tons per acre. The grass seeds were saved, and realized the sum of £64 10s., or about £4 per statute acre. This division of the farm was grazed during the remainder of the season.

“I regret to have to inform you that the condition of the farmers in this locality is anything but encouraging, owing to the extreme wetness of the past season. Their crops were considerably below an average; indeed, in many instances, on heavy wet land, almost total failures. As to the rain-fall, it is to be regretted that no accurate statistics are kept, but all parties here agree that considerably more rain fell during the past than in any of the three preceding years, and that crops generally suffered from excessive wet.

“It may not be out of place to remark that, apart from the many other beneficial influences which this Institution has exercised over the agriculture of the neighbourhood, no one will deny that incalculable benefit has emanated from the example set in the reclamation of the waste land, and the saving of pure grass seeds.

“It is gratifying to me to be able to state that many of the farmers in the immediate neighbourhood saved their grass seeds successfully, and with profit, last year; and that the desire for correct information on this important subject is on the increase.

“During the past two years a portion of this farm was allotted to flax, for which the soil seems to be well suited; but it is to be regretted that the want of a proper market, and suitable machinery to dress it, prevent its cultivation from being extended in this neighbourhood.

“The result of the year’s transactions on this farm shows a profit of £42 11s. 10d., which, I trust, will be considered favourable for so bad a season.

“WM. LEDLIE.”

The Athy School Farm, in the county Kildare, suffered much less than any of the other farms, from the inclemency and unusual severity of the season. Its management is highly creditable to Mr. Ledlie.

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MUNSTER SCHOOL FARM.

The following memoranda have been forwarded to me by the Agriculturist, Mr. Cunningham. The farm is about two miles west from the city of Cork. The soil is good, and naturally so dry as not to require any drainage; and yet, as will be seen from the following statement, the result of the year's transactions were very unfavourable, and which is to be attributed wholly to the inclement season. Vide the meteorological table appended.

Dr. Kirkpatrick.

"The annexed table gives the description of crop, the extent of land under it, the gross produce, and the produce per statute acre of the different classes of crops grown during the year 1862, on the Munster School Farm.

Description of Crop.	Extent.			Gross Produce.	Produce, per Statute Acre.
	A.	R.	P.		
Wheat, . . .	9	2	0	45 barrels and 10 stones.	4 barrels and 14 stones.
Oats, . . .	14	0	0	140 barrels.	10 barrels.
Barley, . . .	4	2	0	46 "	10 barrels and 3 stones.
Grass-seeds, . .	10	0	0	242 bushels.	24 bushels.
Flax, . . .	0	1	0	Not yet scutched.	—
Potatoes, . . .	2	2	0	6 tons.	2 tons 8 cwt.
Mangels, . . .	8	3	0	—	16 tons.
Turnips, . . .	7	0	0	—	22 "
Cabbages, . . .	1	0	0	20 tons.	20 "

"*Wheat.*—In favourable years the farm usually produces from eight to nine barrels of wheat per statute acre, but last year it only produced four. This vast discrepancy seemed to be entirely due to the cold wet spring, which prevented tillering; for there was no smut nor mildew, and when the crop came to be threshed out, it was a fair sample.

"*Oats.*—The oat crop did not suffer so much in the early part of the year, but the unfavourable harvest caused a falling off in the quantity and value of the grain of about one-sixth.

"*Barley.*—The same cause reduced the crop of barley by a fourth; and altogether, on the whole grain crops, I find by the lowest estimate a loss in money value of £88 10s.

"*Green Crops.*—*Turnips.*—The turnip crop succeeded very well, the produce was the same as in ordinary years—that is, about twenty-two tons to the statute acre.

"*Mangels.*—The cold, wet, sunless summer had a most injurious effect upon the mangrel crop, which always thrives best in hot sultry weather, with occasional showers; the produce on this farm in ordinary seasons often reached thirty tons; last year it was only sixteen tons per statute acre.

"*Potatoes.*—This farm is not well suited for growing potatoes. Even in favourable years the produce is not good. The kinds planted last year were—White and Red Rocks, Skerry Blues, Dalmaligs, and American Earlies. More than half of the two latter varieties were diseased at the time of raising for seed, though in the early part of the year they were free from blight.

"*Flax.*—Flax does not seem to succeed well in this locality. In the early part of the year the land is apt to get too dry, and so give a check to the crop, from which in most cases it never recovers.

"*Experiments.*—I am carrying on some experiments this year with respect to the relative values of flax and barley, so as to be able in some measure to say which would pay best; I am also trying to ascertain whether it would not be more advisable to grow the mangels in squares of twenty-two inches each way rather than in the usual plan of thirty-three inches apart in the drills, and fifteen inches between the plants.

"*The Dairy.*—There are at present twenty-seven head of black cattle on this farm. Three are fat cows, put up at last November; six are heifers, purchased since the 1st of January, and whose produce will be principally accounted for in the present year. The average number of milch cows for the year 1862 was 20; their produce from all sources, £238, or nearly £12 each, which is about £1 a-head over the average of the preceding year.

"*Expenditure.*—The purchase of stock caused an increase under the head of expenditure during the year. Sheep were bought to the amount of £45, and a bull was bought for £30. There were also purchased feeding stuffs to the amount of £12, and manures £12; but there

Appendix F. was a decrease in the labour account of £22; and I expect to be able to effect a similar decrease under this head in 1863.

Report on Agri-cultural School Farms. *General Remarks.*—Much as we have suffered from the effects of the unexampled severity of the weather of last season, it is my firm belief that the surrounding districts suffered more. Wherever the soil was poor, or wanting in vegetable matter, there seemed to have been an almost total failure. The small farmers never were, I believe, in a more wretched condition.

Dr. Kirkpatrick. "DAVID CUNNINGHAM."

The following report, by Mr. Cunningham, on some experiments which he instituted, and carried out at the Munster School Farm, on matters connected with dairy management, is, I think, deserving of attention.

"Visitors to the Munster Agricultural School Farm almost invariably put the following questions:—'Which kind of milk pan is preferred? and which kind throws up the largest quantity of cream, or ultimately gives the largest produce in butter?' The first question is easily answered, as glass pans are the favourites, owing to their cleanliness and economy in management. To the second question no decided answer could be given; and with the view of eliciting reliable particulars on this point, the following experiments were undertaken. The pans selected were three years in use, and of the following kinds—glass, earthenware (black glaze), delft, tinned iron, and wooden vessels. In order to carry out the experiment with the greatest accuracy, the feeding of the cows was changed, and the temperature of the dairy varied at each experiment. The milk as it came from the cows was strained into a large vessel, and then measured accurately into the pans. The quantity of milk set in all cases was eight gallons, and the cream from this was about from five to six pints. I do not set much value on the measurement of the cream, as a great deal depends upon the state of the milk and the dexterity of the dairymaid in taking it off. One week was allowed to elapse before the next experiment was commenced. In all, four experiments were made. In the first experiment the feeding was of a rich nature, and a large produce of butter was expected, and the temperature of the dairy was high for the season, viz., 55 deg. The feeding consisted of white turnips, swedes, rape cake (3 lbs. to each cow per day), grains, and hay. The expectation as to large yield of butter was realized, as two of the vessels gave the highest produce—8 lbs. of butter from eight gallons of milk. In the second experiment the temperature of the dairy was lowered to 48 deg., and the feeding was Aberdeen turnips, swedes, grains, and hay. In the third experiment the temperature was raised to 50 deg., and the feeding was mangels, swedes, Aberdeen turnips, and hay. The temperature was 52 deg. in the fourth experiment, and the feeding was mangels, swedes, grains, and hay. The produce in butter is summarised in the following table:—

Milk Vessels.	Experiment No. 1.	Experiment No. 2.	Experiment No. 3.	Experiment No. 4.	Average of the four experiments.
	Lbs. oz.	Lbs. oz.	Lbs. oz.	Lbs. oz.	Lbs. oz.
Glass,	3 0	2 10	2 12	2 14	2 13
Earthenware (black glaze),	3 0	2 10	2 12	2 14	2 13
Delft,	2 14	2 8	2 10	2 12	2 11
Tinned iron,	2 14	2 8	2 10	2 12	2 11
Wooden (keelers),	2 4	2 4	2 6	2 7	2 5½

"On tabulating the first experiment I was under the impression that an error had occurred in the case of the wooden vessels, as the quantity of butter yielded, when compared with the other vessels, was very small. It was then the thought struck me to vary the temperature of the dairy and to alter the feeding of the cows, as I had not the least doubt but by so doing I would vary the quantity of butter in all the vessels, and which would tend to confirm the accuracy of the experiment, or the reverse. In the second experiment no rape cake was given to the cows, and the temperature of the dairy was lowed to 48 degrees. It is a well known fact that a low temperature has the effect of preventing the cream from rising, and this was exemplified in a remarkable degree in this trial, as all the pans, with the exception of the wooden ones, produced the smallest quantity of butter. When we consider that the material of the wooden vessels, as compared with the materials of the other vessels, is liable to be acted upon by a variation in the temperature, or, in other words, is a greater non-conductor, hence the produce of butter remained the same as in the first experiment, while in that of the other pans the produce was lessened very much. I believe from experiments conducted during the past season at the Albert Institution, Glasnevin, it was found that rape cake did not add to the increased richness of the milk, but that it tended to bring the cattle into a higher condition, so that the absence of rape cake in the feeding does not account for the sudden decrease in butter, but that it wholly arose from the sudden depression in the temperature. I may here take the liberty

of stating one or two facts with regard to rape cake. The milch cows on the Munster Farm receive about 3 lbs. of this cake per day during the winter months, and it has the effect of counteracting in a great degree the unpleasant flavour of the turnips; so much so, that although the tops are often given with the turnips, still we have had no complaint from our numerous customers of the turnipy flavour in butter. The rape cake gives to butter a closeness of grain and a soft consistency even in frosty weather, and it is by the use of this rape cake that the Belgian farmer is able to command so high a price in the London market during the winter months. In the third and fourth experiments the temperature of the dairy was gradually raised, and a higher class of feeding was given, so that all the vessels gave a corresponding higher produce of butter. The milk turns sour or thickens in the course of from ten to eighteen hours in the wooden vessels, and in the delft and tinned iron a few hours sooner than in glass and earthenware ones. A vessel that will keep the milk longest sweet will have more time to throw up a larger quantity of cream, a circumstance which these experiments tend to corroborate—200 lbs. of butter are considered a fair average produce for a cow during twelve months, and if we take this quantity as realized from the glass and earthenware pans there will be a loss of $9\frac{1}{2}$ lbs. of butter, or 5 per cent., by using pans of delft or tinned iron, and a loss of 36 lbs., or 18 per cent. by using vessels of wood. To manage a dairy successfully, cleanliness is a most essential requisite; and dampness should by all means be avoided, as it soon taints the milk, and the butter is consequently deteriorated. Vessels that require much cleansing and scrubbing, as wood, and certain sorts of earthenware, should be at once thrown aside, as the moisture absorbed soon taints the milk, as I have had ample experience in a tour of inspection, as a judge of green crops, &c., in Kerry and the west of Ireland, where I found in dairies having vessels of wood, the milk, in almost all cases, was corrupted before the cream was taken off, and this more especially if the dairies were damp and not properly cleaned. The conclusion I have come to is, that glass pans have the decided advantage, that they are easily cleaned, that the milk keeps longer sweet in them, and that they give the highest produce in butter, which is of a superior quality. As to breakages, the dairymaid at this farm has just received a small gratuity for her care in managing these pans, as not one was broken during the last eighteen months. I purpose continuing these experiments still further as soon as some additions to the dairy are completed, and I shall be most happy to bring the results before you.

“From a most excellent little work on dairy husbandry (which should be in the hands of every dairy farmer), by the editor of the *London Agricultural Gazette*, I shall read one or two extracts:—Captain Carr, who farms largely in Holstein, and who has 180 cows in his dairy, uses almost exclusively glass pans, and he gives them a decided preference over all others. He says, ‘It is self-evident that acidity cannot be communicated to glass, and the ease and rapidity with which they are cleaned—requiring merely to be first washed with lukewarm water, then rinsed in cold water and placed in a rack to dry—effect a great saving in fuel and labour, diminishing the number of dairymaids by at least two.’ A Mr. Duncan, of Bradwell, in England, who has a dairy on a large scale, writes thus of glass pans:—‘On further acquaintance with them I have come to the conclusion, that they are the cheapest thing (even at 4s. each) that a farmer can use, for they are washed and wiped and kept clean with 300 per cent. less trouble than other vessels.’

“The prices of the pans holding three gallons each, as sold by Mr. Sheehan, 110, Patrick-street, are per dozen,—glass, 54s.; delft, 72s.; earthenware, English manufacture, 18s.; and tinned iron, 42s.

“I have just received from Dr. Kirkpatrick an extract from the *Mark Lane Express*, requesting me to test the accuracy of an experiment therein contained. This experiment is thus set forth:—

“‘In order to determine with certainty the results of setting milk for cream in deep or shallow pans, several experiments were made, and although on a small scale, they have been made with accuracy and care.

“‘In pans containing 1 quart, the cream measured 1 gill.					
Do.	do.	2	do.	do.	2
Do.	do.	3	do.	do.	$2\frac{1}{2}$
Do.	do.	4	do.	do.	3
Do.	do.	5	do.	do.	$3\frac{3}{4}$

“‘The same experiments were tried twice successively, with the same results. The question will readily occur whether there would be any difference in the per centage of butter in either of the above experiments.’”

Appendix F. "The following is the fall of rain and the temperature for 1862, taken at the Royal Cork Institution:—

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cultural
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patrick.*

Rain Fall.		Rain Fall for 1862.			Temperature.		
	Inches.		Inches.	Days.	Highest.	Lowest.	Average.
For 1858,	36.2	January,	5.105	16	56°	31°	43°
" 1859,	35.34	February,	2.130	6	57	32	45
" 1860,	31.90	March,	3.675	16	58	28	43
" 1861,	38.23	April,	2.050	13	63	33	48
" 1862,	38.08	May,	2.715	17	66	38	52
		June,	2.700	9	68	42	55
		July,	3.245	15	69	46	58
Highest Temperature.		August,	2.510	10	68	47	58
For 1858,	75°	September,	2.575	8	70	44	57
" 1859,	77	October,	3.920	16	65	32	48
" 1860,	74	November,	3.000	13	54	25	39
" 1861,	75	December,	4.400	14	51	31	46
" 1862,	70						
		Total,	38.025	153			

"The temperature for 1862 was very low, the highest was 70°, and that only for one day, during the month of September. In 1858, 1859, 1860, and 1861 the temperature was much higher, and there were several days of high temperature. The one-half of the month of July, 1862, was wet, which injured the grain crops very much, as at that period the grain is in flower, and is very susceptible of injury.

"D. CUNNINGHAM."

KILKENNY SCHOOL FARM.

"I beg leave to submit the following statement of the cropping, &c., of this farm, for the past year; but before doing so I need scarcely remind you how unfavourable a season it was, particularly for heavy land like this, upon which the difficulties of cultivation and the expenses increase in proportion to the unfavourableness of the weather.

"All farmers here agree that they have not since 1847 experienced so bad a season. Grain crops in general produced very badly; but wheat, which is their principal mainstay, was particularly deficient. In many instances, even on good and well cultivated land, the produce would not pay the cost of seed and labour. It is to be hoped, however, that we shall not soon again be visited by such a disastrous year as the past has been, for assuredly, the recurrence just now of such another would bring inevitable ruin upon many an honest and industrious farmer.

"The subjoined table shows the extent of grain crops cultivated on this farm, the produce per statute acre, and the value of same in this market.

Name of Crop.	Extent.			Produce per Statute Acre.	Price.
	A.	R.	P.		
Wheat,	20	0	0	4½ barrels.	27s. per barrel.
Oats,	8	0	0	9½ "	12s. "
Barley,	4	0	0	7 "	16s. "

"Comparing the above with the produce of the same crops of 1861, which was, as you are aware, also an unfavourable year, I find that the wheat of 1862 produced one and a-half barrel per statute acre less, whilst the price was lower by 3s. per barrel, making a difference in the amount realized of about £3 per statute acre. In the case of barley, there was also a deficiency of about three barrels per statute acre, and it was sold at 4s. less per barrel, making a difference of about £4 8s. per statute acre in favour of the crop of 1861.

"Oats and green crops (mangels excepted) were nearly up to the average of former years.

"The past season was most unfavourable to the wheat crop, owing to the great number of rainy days during July and August, in the former of which there were sixteen, and in the latter twelve. It was severely affected by 'rust' and 'mildew,' and at least two-thirds of the entire crop were thereby prevented from coming to perfection. The consequence was a poor light sample, with an unusually large number of small grains through it.

"The live stock in this locality (cattle and pigs) are steadily improving, and the farmers each year are evincing greater anxiety to avail themselves of the services of the pure-bred sires kept here for their use. To show how the exertions of the Commissioners for the introduction of good cattle and pigs are appreciated here, it is only necessary for me to mention that 150 cows and 100 pigs have been served at this establishment during the past twelve months.

"The farm horses in this neighbourhood are much in need of improvement, and the farmers seem most anxious that there should be a good draught stallion kept here, for whose service they would gladly pay a reasonable rate.

"During the past winter five acres were thorough drained, and are now sown with a crop of promising oats. It will be necessary to continue this important operation yearly, till all the farm is gone over, as from its stiff and retentive character it suffers greatly from superfluous water, and can never become a really productive farm till properly thorough drained.

"I append a table, giving the rain-fall in this locality for eleven out of the past twelve months. It is to be regretted, that owing to an accident which the instrument met with, I cannot give the quantity that fell for the entire year. A large quantity of rain fell here during the month of April, and if it could have been registered it would have increased the total very considerably.

"Taking into account the unfavourableness of the past season, the stiffness of the land, and the difficulties of working it under such adverse circumstances, I trust the result of the year's transactions will be considered as satisfactory as could reasonably be expected. This is the only year in which the balance sheet did not show a fair profit.

"RICHARD LINDSAY."

In the course of the season the Kilkenny Agricultural Establishment was visited by the editor of the *Kilkenny Moderator*, and in a short time after the following very gratifying notice of the farm and institution appeared in his journal:—

"THE KILKENNY AGRICULTURAL MODEL SCHOOL.

"However we may differ about 'Godless Colleges,' or the propriety or necessity of Scriptural Education in National Schools, there is one of the institutions established under the Commissioners of National Education which every man, no matter of what political or religious shade of opinion, who takes the trouble of examining for himself, must feel is not only calculated to do, but is actually doing, a vast amount of public good wherever they are situated. We allude to the Agricultural Schools with their accompanying Model Farms. We were forcibly struck with the important advantages that the districts in which they are located derive from these establishments, in the course of a casual visit recently paid to the Kilkenny Model Farm.

"This establishment has been open for about three years. The building, which is an extremely handsome one—the front elevation in particular showing a striking and pleasing contrast between the dark blue limestone of the locality used in the general masonry, and the light grey Carlow granite, of which the dressings are composed, whilst the internal accommodation afforded is most ample and suitable for the purpose—cost nearly £7,000, including all the farm offices and appurtenances; and a gate-lodge, in very good taste, has just been completed, and a new approach, by an avenue, which will be exceedingly ornamental when the young trees and shrubs which have been planted in connexion with it, advance a little more towards maturity, has been opened. All that now remains for the completion of the design of the Model Farm in every department is the obliteration of the marks of the old farm buildings, some of which were necessarily suffered to exist till the completion of the lodge, and this work is now being carefully carried out. The extent of the farm is about forty-eight acres, Irish measure, for which a rent of over £3 per acre is paid, which it was gratifying to find had been not only cleared each year since the commencement, but a considerable profit over obtained by Mr. Lindsay, the Superintending Agriculturist. When we consider how trying the last couple of years have been to the farming class, and observe the high rent which is paid for the Model Farm, this is an important fact. The soil, too, is a stiff stubborn clay, well calculated for the primary object of such an institution—the affording of the best practical agricultural lessons to the pupils, but not to be most remunerative as to reproduction for the outlay. About forty acres Irish are worked on a four-course rotation, and the remainder is in permanent pasture. The cropping at present consists of thirteen acres of wheat, six acres oats, three acres barley, six acres meadowing, two acres potatoes, three acres mangels, four acres turnips, half an acre carrots, and half an acre cabbage. The excellence of the system of tillage—as of course might be expected in a model farm—at once strikes the visitor. The present wheat crop is a magnificent one—we have seen nothing like it anywhere in the district; and the barley and oats are also most promising. The wheat is drilled on ridges ten feet wide, at fifteen stones per Irish acre. The barley and oats are ribbed, and sown with the hand, at sixteen stones per Irish acre. The grain crops evince, in particular, the great care bestowed upon their tillage; no sign of a weed to be seen, and the thinning most judiciously carried out. On the day of our visit, the meadow, consisting of Italian rye-grass, was all cut, bound up like corn, and in stacks, preparatory to removing, before which it was to be thrashed, in order to save the seed. The thrashing is carried out by striking the sheaf with a stick, Mr. Lindsay finding that the hay is injured by passing it through a machine. The seed obtained is from thirty to forty bushels per Irish acre, and it brings thus from £4 to £6 per acre. Four labouring men are kept in constant employment on the farm, in addition to the agricultural pupils; of these, the ploughman is paid 9s. and the three other 8s. per week. Female labour is occasionally called into requisition in addition. Four strong horses are required to do the work of the farm, the ground being exceedingly stiff, and the pupils are

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Appendix F. taught to plough, and carry out all the practical operations required in the general tillage and management of the farm.

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"The farm offices are particularly interesting in their arrangement. They are built on the covered steading principle, admirably covered in and contrived so as to afford the fullest light and ventilation, and to ensure cleanliness, and economize space and labour in their arrangement. Under one roof are a byre for dairy and young stock, piggeries, stable, sheep-houses, cooking-houses, store-room for fodder, barn, granaries, cart-shed, implement-house, &c., and adjoining is a well contrived manure-yard, to which there is suitable sewerage from the stables, piggeries, and cow and sheep houses, and the liquid manure is carefully economized for use. A thrashing machine and chaff-cutter, to be worked by horse-power, are about to be put up. The dairy is connected with the main building, and six cows supplying milk and butter for the establishment. Amongst the stock, a fine dark red bull, 'Trumpeter,' two years old, bred by H. D. Prentice, esq., Caledon, is a very striking animal, and the good which has been done in the district by the keeping of first-class sires on the Model Farm, may be estimated from the fact, that this animal has had a hundred services this season; but the demand being still greater, Mr. Lindsay has procured another bull, also a very handsome and well-bred animal, 'Victor,' a roan, bred at the 'Glasnevin Farm'—got by the prize bull, 'Slang.' It is well to see the farmers of the locality setting a proper estimate on the advantage afforded them by being able to obtain the use of such animals; and if the Model Farm never did any other good than the improvement in the stock of the district to which it has led, and is calculated to lead still more largely, the importance of such an establishment could be scarcely overrated. But the boars, too, are also largely had recourse to for a similar purpose, and are very superior animals. Altogether there are at present nineteen swine, of the pure Yorkshire and Berkshire breeds. The Berkshire boar, 'Master Cyril,' was bred by T. Barclay, esq., Larne, and, though not twelve months old, is a remarkably fine animal. He is entered for competition at the approaching Great National Cattle Show at Limerick. The Yorkshire boar, 'Sambo,' thirteen months old, bred by W. M'Affee, esq., co. Antrim, is also entered for exhibition at Limerick. The farmers have the use of these fine animals at 2s. 6d. each, double that sum being charged in each case to gentlemen. We were much struck by an exceedingly handsome litter of pure-bred young Yorkshire sows, eight weeks old, and also some young Berkshire pigs, still younger; as also by some fine calves, by 'Snowball.'

"In its internal arrangements the institution is what might be expected by any one viewing the system adopted on the surrounding farm. The apartments are lofty and well ventilated, and the apparatus, charts, and diagrams in the rooms for instruction, and the dining hall, are of the most interesting and improving kind. In fact, every possible adjunct for instruction in every useful science and pursuit has been most liberally provided, whilst the air of neatness and cleanliness which pervades the institution in its every department indoors reflects the utmost credit on Miss Lindsay, to whom the superintendence of the domestic arrangements are confided. There is accommodation for ten agricultural pupils, beside whom the pupil-teachers of the Model School in the city are here lodged and boarded, and have the benefit of instruction in agriculture as well as the regular pupils of the institution. Mr. Boyd, one of the teachers of the Model School of the city, has apartments at the Agricultural School, and attends to the literary instruction of the agricultural pupils, as well as the pupil-teachers; whilst information as to the theory as well as the practice of agriculture is afforded by Mr. Lindsay, under whose general management the institution is. The following is the time-table of the establishment, which may have interest for some of our readers, as showing at a glance what are the arrangements for each day:

	H.	M.	H.	M.	
At	5	0	A.M.		Rise.
From	5	0	to	5	45
					Dress and devotional exercises (each according to his own religious views).
"	5	45	to	7	0
					Study literary subjects.
"	7	0	to	8	0
					Study agricultural subjects, and attend the lecture or examination of the agriculturist.
"	8	0	to	8	30
					Breakfast.
"	8	30	to	9	45
					Study agricultural subjects.
"	9	45	to	2	0
					P.M. Feed stock and work on the farm.
"	2	0	to	3	0
					Dinner.
"	3	0	to	5	45
					Feed stock and work on the farm.
"	5	45	to	6	0
					Prepare for study.
"	6	0	to	8	0
					Study literary subjects under the superintendence of the literary teacher.
"	8	0	to	8	30
					Supper.
"	8	30	to	9	0
					Feed stock, and arrange every thing for the night.
"	9	0	to	9	30
					Prepare tasks in literary subjects.
"	9	30	to	9	45
					Prayers.
"	9	45	to	10	15
					Prepare for bed.
At	10	15			
					Extinguish lights in dormitories.

"The above is designed for the *summer* half-year; during the winter months the hours for rising, meals, labour, and instruction, must be regulated according to the season.

"The dietary is as follows:—

"Breakfast.—Sunday—bread, 1 lb., tea, $\frac{1}{4}$ oz.; sugar, $1\frac{1}{4}$ oz.; butter, 2 oz. each pupil. On every other day—bread, 1 lb.; milk, 1 pint.

"Dinner.—Sunday—beef, 1 lb.; bread, 1 lb. (or potatoes* one stone to 5). Monday—bread, 1 lb. (or potatoes as before); butter, 2 oz.; milk, 1 pint. Tuesday, Thursday, and Saturday—beef, $\frac{3}{4}$ lb., with soup and vegetables; bread, 1 lb. (or potatoes as before). Wednesday and Friday—bread, 1 lb.; tea, $\frac{1}{4}$ oz.; sugar, $1\frac{1}{4}$ ozs.; butter, 2 ozs.; or fish to be substituted whenever available.

"Supper.— $\frac{1}{2}$ lb. of oatmeal in stirabout, and milk, 1 pint, every night.

"And now it may be asked, what is the sum paid annually by each pupil, to entitle him to the benefit of such superior training and education, in an establishment where such care is taken of his personal comforts and so excellent a dietary supplied. It is just £8 per annum. Obviously this does not pay a third of the expense, but the balance of the necessary outlay comes from the State, and those who choose to obtain a superior course of instruction both in literary and agricultural knowledge for their children, so as to fit them to act on their own account or for others hereafter as first-class agriculturists, have certainly a most important privilege held out to them. But this is not all; there are two places in the school free, and awarded to the best answerers; and having completed their course of instruction in this institution, they have the opportunity of competing for a free admission to the still superior school of Glasnevin. Short a time as the Kilkenny Model Agricultural School has been opened, five out of six pupils, in January, 1860, succeeded in obtaining free places in the Glasnevin school. Only one has since stood the examination, and he, too, succeeded in obtaining six honors. At present there are but eight pupils in the school, but we learned that there are applications in for the two vacancies. We naturally asked if all the pupils were natives of the county of Kilkenny, and were surprised to learn that only *two* belonged to our own county. The others are from Meath, Dublin, Wicklow, and other distant counties. How is this? We understand Kilkenny applicants, if equal in their qualifications, would have a preference. Such being the case we can only account for so few local applicants coming forward, on the supposition that the importance of the advantages held out by the institution are not as generally known throughout the district as they ought to be. We were glad to find that amongst the successful competitors for Glasnevin in 1860, there were two previous native Kilkenny pupils. There are two other Agricultural Schools in our county—one at Woodstock under the exclusive management of the Commissioners of National Education, to which, being an establishment of minor importance to that of Kilkenny, pupils are admitted at £6 per annum. The other at Piltown, under the management of the Earl of Bessborough, as local patron, the rate charged for pupils in which, we are not informed of. We have no doubt that in the districts where Colonel Tighe and Lord Bessborough have influence, local applicants for the benefits of admission to such schools, are vastly more numerous than in the district of the Kilkenny school, but we are convinced that the privilege here also will soon become valued as it ought to be, and generally sought for. The following is the programme for the examination which candidates for admission to Agricultural Model Schools, have to undergo:—

"To know notation and numeration well, and to repeat all the more useful arithmetical tables. To work readily, questions in the simple and compound rules of arithmetic. To distinguish readily and with certainty, in any easy sentence selected from the daily lessons, all the parts of speech. To know the maps of the World and Europe. To write on paper a fair hand. To know and to be able to write down the characters and marks used in punctuation. To write down correctly easy sentences from dictation. To write out from memory the time and money tables. To read and spell correctly the words of an easy lesson, and to explain the meaning."

"We believe a preference is given to candidates from the Literary Model Schools, or National Schools of the Board of Education, but admissions are not exclusively confined to pupils from such institutions.

"In conclusion, we would recommend all our readers who have an opportunity of doing so, to pay a visit to the Kilkenny Agricultural Model School, an inspection of which, we think, cannot fail of affording them the utmost gratification, and perhaps not a little valuable information also."

Rain-fall and Average Mean Temperature at the Kilkenny School Farm in 1862:—

Months.	No. of Days on which Rain fell.	Rain Fall. Inches.	Average Mean Temperature.	Months.	No. of Days on which Rain fell.	Rain Fall. Inches.	Average Mean Temperature.
January, .	26	6.06	41.7°	August, .	12	2.62	58.3°
February, .	9	1.07	43.2	September, .	11	2.26	55.2
March, .	17	3.27	44.1	October, .	19	3.89	51.0
April, .	—*	—	49.1	November, .	13	1.63	38.0
May, .	12	3.01	53.2	December, .	18	3.57	43.2
June, .	16	2.73	55.2				
July, .	16	2.36	57.0	Totals, .	169	32.47	49.1†

* No registration—gauge broken.

† Average Mean Temperature for year.

Appendix F.

Report on
Agricultural
School
Farms.

Dr. Kirk-
patrick.

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—
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Dr. Kirkpatrick.

It will be seen from the above table that rain fell on 169 days in eleven months, being 15·3 days, or rather more than one-half the number of days in each month. The total quantity for the same time is 32·47 inches.

LIMERICK SCHOOL FARM.

"I herewith beg to enclose, for your information, an abstract of the sums received each year since the commencement in 1854. The first three years, 1854, 1855, and 1856, were good, but the farm was only coming into operation, and consequently we lost the advantages that were then to be obtained from good seasons and high prices.

"In the two succeeding years, 1857 and 1858, there was an average return from every description of farm produce, the receipts began to advance, and in 1858 amounted to £492 8s. 6d.

"There should have been still larger receipts for the following year (1859), but owing to the *unusually dry summer* of that year, there was a falling off of £70.

"The second bad year, 1860, was the result of an extremely wet summer, preceded by a dry spring; and though the Tervoe farm was annexed to this one, yet the receipts on an average for the twelve months amounted only to £447 14s., being almost £50 less than the receipts of this farm alone in the average favourable year of 1858.

"In the year 1861, there was still a further falling off in the amount received, as compared with the previous one, of £58 10s., arising from the wetness of the season.

"I regret to say the amount of receipts again decreased in 1862, being £34 1s. 10d. less than in the previous year; but it must be borne in mind that the season of 1862 was almost unprecedented for the excessive amount of rain-fall.

"The reduction in the amount of farm produce last season is of general occurrence throughout the entire country. The *tillage farmer*, from the small holder of a few acres to 100, has suffered most severely. The consequence is, very many of them are giving up possession of their farms, and very many more are not able to till and crop their land.

"The following observations refer to the crops of last season (1862):—

"*Wheat*.—This crop was very bad. The average produce was four barrels per statute acre. In future I intend to cultivate little or no wheat.

"*Oats*.—This crop varied very much. On land not too wet, and where it could be got in in time, it was a good crop, and gave a return of nine barrels per acre, but in some cases it was as low as four barrels.

"*Barley*.—This crop gave an average return. Produce, eight barrels. There was difficulty in saving the crop during the wet portion of the harvest.

"*Potatoes*.—This crop, though not very good, was freer from disease last season than for any other since the disease first set in. The produce was five and a-half tons per statute acre.

"*Turnips*.—Turnips of every description, except one acre of Swedes, were sown after vetches, and were on the whole an average crop. The produce was from ten to twenty tons per acre.

"*Mangels*.—There were four acres under this crop. The produce was about sixteen tons to the acre; there should have been nearly twice that amount. The difficulty in preparing the ground in time, and the unfavourable season that followed, combined to produce so unfavourable a return.

"*Carrots*.—This crop, owing to the difficulty of preparing wet, stiff, clay land, after a very wet winter, without any frost, was not got in in time, and consequently was almost an entire failure.

"JOHN KENNY."

DERRYCASTLE SCHOOL FARM.

"I may state that the last season has been the most unfavourable to the tillage farmer that has occurred for many years. In low lying districts its inclemency has been severely felt, but in elevated and exposed situations, such as this, it has been disastrous in the extreme. The produce realized from all kinds of grain crops was extremely low, barely covering the cost of seed, labour, rent, and taxes, and in a few instances that came under my own notice, the entire produce was actually less than the seed sown, and this result is solely attributable to the unpropitious character of the season. The crops promised fairly up to the period of ripening, when a dreadful torrent of rain completely levelled every grain field in this locality, owing to which the ripening was retarded and uneven; but it was when in the stooks that the damage was consummated. In one night there was not a single stook left standing all over the country, and to make destruction certain, it rained and blew without intermission for the ten following days, so that by the time the storm had subsided, the grain was so much damaged that it became impossible to save it, and having no other alternative, it should be disposed of at a very unremunerative price.

"The result of the present year's transactions on the Derrycastle School Farm may be considered satisfactory. There is a nominal loss of 5s. 5d. in the year's balance sheet, but when the unfavourable character and deficient returns of the season are taken into consideration, it may be considered as decidedly successful.

"There was an unusually low return from the grain crops, whilst the root crops were barely an average. The partial success on the year's transactions is entirely owing to our having so much permanent pasture, as the profit derived from live stock counterbalanced the deficiency arising from tillage. Appendix F.

"The rain-fall at the town of Killaloe, which is 123 feet above the level of the sea, was 49.85, falling on 209 days; but as the school-farm is at a very much greater elevation, perhaps 300 feet, and situated at the foot of a high mountain, the amount of rain-fall must have been greater than at the town of Killaloe. Report on Agricultural School Farms.

"MATTHEW O'BRIEN."

Dr. Kirkpatrick.

ULSTER SCHOOL FARM.

The following Report on the Ulster School Farm, which is in the neighbourhood of the town of Belfast, gives a melancholy but truthful statement of the sad effects produced by the extreme inclemency of the season on heavy, stiff, and retentive clay soils:—

"It is my opinion that the effects of last year upon farming interests, will be long remembered by the inhabitants of this locality. How it fared with other parts of Ireland I have no direct means of ascertaining, but I find Dr. Hancock estimates the loss in stock and farm produce, for the three last years alone, at the enormous sum of twenty-six millions of pounds sterling, and certainly he cannot be over the mark, if every portion of the island suffered as much as this did. I am familiar with many cases wherein the amount of produce obtained from the land did not equal the seed put into it. The result is a general despondency and depression amongst the agricultural portion of the community around here, and a necessity, on the part of several, to give up portions of their holdings, in order, if possible, to be able to retain the remainder. If such was the case on farms of the best description, what could be expected from land like this, which may be considered as reclaimed from a brick field, and not yet brought fully under the command of the plough and the harrow. You must not be surprised, therefore, to find that here, as well as in the surrounding districts, the expenditure far exceeded the return. The following is a tabulated statement of the land under cultivation on this farm last year, of the crops grown thereon, and the results obtained:—

No. of Field.	Extent, in Statute Acres.	Description of Crop.	Time of Sowing.	Total Produce.	Produce, per Statute Acre.
	A. R. P.			Cwts. qrs. lbs.	Cwts. qrs. lbs.
1	8 3 0	Angus' Oats, . . .	First week in May, .	48 2 3	6 0 0
2	7 2 0	Poland Oats, . . .	Second week in April, .	40 2 17	5 3 0
3	5 1 0	Black Tartary, . . .	Ditto, . . .	61 3 14	12 0 0
	21 2 0			151 0 6	7 2 0
4	6 0 0	Spring Wheat, . . .	—	—	—
5	4 1 15	Beans, . . .	March, . . .	63 0 0	14 3 0

GREEN CROPS.

			Tons. cwts.	Tons. cwts.
1	5 1 0	Swede Turnips, . . .	42 0	8 0
2	1 3 0	Potatoes, . . .	2 10	1 8
3	16 0 0	—†	—	—

"Observations on the above.—The average yield on the 21A. 2R. of oats was only seven and a-half hundreds per statute acre, or about threefold. The spring wheat perished, owing to the continual rains; and the land, with the exception of three roods, was ploughed up again and planted with turnips. The yield, after all the labour, of these latter being only eight tons. The potato crop was still worse, and indeed the only crop from which anything like a fair return was obtained, was the bean, but even this fell far short of my expectations.

"The Dairy.—The average number of milch cows during the year was eleven. Their produce was as follows:—

	£	s.	d.
Milk and butter sold,	138	15	7
Estimated quantity of milk given to four calves reared,	12	0	0
Do. do. to pigs,	5	0	0
Total,	£155	15	7

* All, save three-fourths of an acre, perished by wet.

† Prepared for green crops; but owing to the state of the weather, obliged to be left over as a naked fallow.

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"This gives an average produce for each cow of over £14. Both the milch cows and the young stock were partly grazed, and partly house-fed during the summer months. The grazing land is very indifferent. During the early part of the winter the stock were fed on a mixture of cut bean straw and pulped turnips; the allowance for each full-grown animal was $1\frac{1}{2}$ stone of the bean straw, and 4 stones of the turnips per diem. The turnips were all consumed by the 1st of February, and from that time the cattle have been fed on a steamed mixture of cut oat straw and bean meal. We had, I am happy to say, no deaths from distemper during the year.

"JAMES W. SMYTH."

Registry of Rain-fall for the year ending 31st December, 1862, as obtained at the Linen Hall, Belfast.

Months.	No. of Days on which Rain fell.	Rain Fall, in Inches.	Months.	No. of Days on which Rain fell.	Rain Fall in Inches.
January, . . .	25	5.31300	October, . . .	25	4.66750
February, . . .	10	1.51100	November, . . .	24	3.23350
March, . . .	18	3.25100	December, . . .	27	4.39035
April, . . .	17	4.00225			
May, . . .	18	3.81600	Total, . . .	244	41.17810
June, . . .	23	3.09400			
July, . . .	24	4.00200	1861, . . .	226	37.39531
August, . . .	21	2.56950	1860, . . .	234	39.83900
September, . . .	12	1.32800	1859, . . .	214	29.89400

In my report for last year (1861), I alluded to some changes in the course of instruction imparted to the agricultural pupils at the Albert Institution, and also to some special efforts being made, through the medium of the National Schools, for diffusing a knowledge of such improved agricultural practices as would raise the present depressed condition of the *small* tenant farmers of this country. After specifying the modes of agricultural instruction which were in future to be adopted in the case of the National School teachers during their course of training in Dublin, and which, it was thought, would enable them to become useful agents in so necessary a work as the enlightenment of the cottier tenantry of Ireland, in all those cases, at least, where it was practicable to have well conducted example farms established in connexion with the National Schools, I alluded to the circumstance that about six acres of the Albert farm had been allocated for the purposes of an "example spade-labour farm." This small farm, I stated, would be cultivated chiefly by the manual labour of the agricultural pupils, and made, as far as practicable, an example for the National School teachers and the small tenantry of Ireland, of correct cropping and the proper cultivation of small holdings.

I beg to direct attention to the report furnished by Mr. Baldwin on the working of the example spade-labour farm during the past year.

In the Appendix will be found the reports sent in by Messrs. Donaghy and Brogan on their inspection during the past year of the several classes of National Agricultural Schools in their respective districts.

Trusting that a cycle of most unpropitious seasons has passed, and that the country may be happily blessed with a brighter future,

I have the honour to be your obedient servant,

THOMAS KIRKPATRICK.

To the Secretaries, Education Office,
Marlborough-street.

APPENDICES to REPORT of DR. KIRKPATRICK, Agricultural Inspector, for the year 1862. *Appendix F.*

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No. 1.—REPORT of THOMAS BALDWIN, Esq., upon the “EXAMPLE SPADE-LABOUR FARM,” at Glasnevin.

Thomas
Baldwin,
esq.

SIR,—In accordance with your instructions, I beg to submit to you the following report of the work done by me during the past year. As you are aware, the duties of my office embrace—

1st. The delivery of a course of lectures every half-year to the National teachers trained in the Central Training Establishment of the Board in Marlborough-street.

2nd. The direction of the cropping of a school farm of about five and a-half statute acres, set apart for their practical instruction in the management of school farms, and small farms generally.

3rd. I have to lecture almost daily on the theory and practice of modern farming to the pupils of the Albert Agricultural Training Institution; and also to look after the general education of these young men.

As your reports have made the Commissioners and the public fully acquainted with the progress of the Albert Institution, I shall confine this memorandum principally to that part of the duties of my office which concerns the instruction of the National teachers, and on which—because of its being recently intrusted to me—the Commissioners will naturally expect the fullest information. Each male training class contains upwards of eighty teachers; and as there are two classes trained every year, I lecture to upwards of one hundred and sixty distinct teachers in the year, which is, I believe, the largest audience which any lecturer on agriculture has in these countries. Through personal communications with yourself and the Right Honourable A. Macdonnell, the Resident Commissioner, I became pretty well aware of the leading principles which I should keep steadily before me; and as it so happens that all those principles harmonized most thoroughly with my own thoughts and feelings, I have had no difficulty in marking out for myself a useful course of action. English agriculturists and English statesmen do not, at first sight, see the objects and advantages of these lectures. In England farms are for the most part large; the farmers are affluent, and—like every other class of the community—they supply all their wants, including the acquisition of a knowledge of farming, through private channels. In Ireland, on the contrary, the vast majority of the farms are exceedingly small; the means of the farmers very limited, and their condition, owing to a variety of causes, extremely wretched. It is difficult to convey to Englishmen, who have not been in Ireland, even a tolerably correct notion, either of the extent to which small farms prevail among us, or of the imperfect way in which the majority of them are tilled. Perhaps the best way of enabling them to see this matter fairly is by putting a few figures together.

The average size of farms in England has been estimated by M'Culloch* and Lavergne at 150 acres.† According to Mr. Caird's valuable and well-known notes, the average size of the corn farms in the East of England is 430 acres; and of the mixed farms in the West and Midland Counties, 220 acres.‡ In Ireland we have about 600,000 farms, making up a total

* M'Culloch's Account of the British Empire, vol. i., p. 454.

† Rural Economy of Great Britain and Ireland, by Léonce de Lavergne. Blackwood and Sons, Edinburgh, p. 108.

‡ Caird's English Agriculture, p. 482.

Appendix F. area of about 20,000,000 acres (including bog and waste), which gives an average area of about thirty-three statute acres for each holding. But the fact which must strike those who are accustomed to the large farms of England and Scotland is, that of these 600,000 farms which we have in Ireland, there are 440,000, or upwards of two-thirds of the whole, not one of which exceeds thirty statute acres!

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Thomas
Baldwin,
esq.

It is needless for me to bring forward here any facts or figures to show that the condition of the great majority of these farmers is very miserable. The fearful effects of the potato disease which commenced in 1845, is too powerful an argument, and too fresh in men's recollection, to require any additional proof. If additional proof were wanting, it would be presented to us in the ordeal through which a vast number of the small farmers of Ireland are now passing. The Commissioners of National Education have for many years justly and wisely acted on the belief which has been admitted on all hands, that if all the small farmers of Ireland would adopt a system of agriculture suited to their circumstances—a system based on correct science and common sense—a system which has been found profitable under similar circumstances, and approved of by the wisest and most competent men in the land—their circumstances would soon materially alter for the better. And they have thought that their country schoolmasters, when so disposed, could be made the medium of bringing home to the bulk of the agricultural population, who are almost inaccessible to the agencies of Agricultural Societies, &c., those elementary notions of scientific and practical farming which should form the basis of this system.

I have expressed the opinion elsewhere, that there is no intelligent or thinking member of the community who does not concur in this view; and from the moment that the Board embarked in agricultural education, till this hour, I have not met a single note-worthy objection to this main proposition. To give effect to this idea it became absolutely necessary in the first instance to instruct the teachers themselves; and as the training department is the main-spring of the entire machinery, lectures on agriculture have been delivered in this department for many years, with a slight interruption prior to my appointment. In the class-room I go over the whole field of agriculture as time permits. I explain pretty fully the nature of soils, manures, and farm implements; the principles of tillage; the rotation of crops, and the culture of our farm crops; the theory of cattle feeding, and the practical management of our domestic animals. I make the entire subject as general and interesting as my abilities permit; and I never miss an opportunity of pointing out the defects, such as I know them, of Irish farming; and I dwell more especially on the existing defects in the management of our small farms, and the remedies which science and experience alike dictate. Concurrently with my appointment to the discharge of those duties, the Commissioners, mainly, I believe, on the suggestion of one of their body, Lawrence Waldron, Esq., M.P., set apart a piece of ground, containing five and a-half statute acres, which is now cultivated under my direction, so as to afford as far as possible, practical exemplification of the views expounded, and the system recommended in the lectures.

When I undertook the management of this little farm in February last, it was an indifferent piece of pasture. It was immediately divided into four principal sections. In cropping this farm I have kept three objects in view: first, to make it pay a respectable profit; secondly, to present to the teachers skilful modes of raising crops and feeding stock; thirdly, to show them, as far as is consistent with the two foregoing objects, such modifications of existing systems as the changes of the time require.

To meet all these views as well as I could, I have so far adopted the following rotation :—

1. Green crops manured.
2. Potatoes.
3. Italian ryegrass sown in Autumn.
4. Oats.

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*Thomas
 Baldwin,
 esq.*

I was able to commence this course at once. By liberally top-dressing No. 1 last year, the grass was fit to cut in June, when two cows were purchased. No. 2 was ploughed into "lazy beds," and planted with potatoes; No. 3 was prepared for green crops, which, considering that the land was old lea, yielded a remarkably good return; and No. 4 was cropped with oats.

In 1863, we shall have in No. 1 a crop of oats after the grass; in No. 2, Italian ryegrass after the potatoes; in No. 3, potatoes—chiefly early kinds—after green crop; and No. 4 is in course of preparation for mangel wurzel and turnips. As you have had daily opportunity of witnessing the way in which the cropping of this little farm has been done, as well as the attention and care with which the cows have been managed, it is quite unnecessary to go into details regarding either. It therefore remains for me to report as to how the school farm has been used in the agricultural instruction of the teachers; also to bring under your notice the pecuniary results of the first year's labours.

The teachers in training visit the model farm every Saturday, when I explain to them the system of farming pursued upon the large as well as upon the school farm. The arrangement of the large farm-offices, and the varied assortment of implements and machines used upon it, are well calculated to give them a good general idea of all improved appliances used by farmers. But it is chiefly on the small farm I explain to them my views of the management of small farms. On this farm they have as it were a bird's-eye view of the rotation of crops; and as we proceed to the cattle-byre and other offices, they see how the crops are disposed of. And here I would remark that though we may effect much good by addressing ourselves to the higher feelings of these men, by dwelling on the high influence they could exercise in diffusing agricultural knowledge of the kind already explained, yet, if we wish to give full force and effect to their labours, in disseminating this knowledge, we must also address their self-interest, which is the main-spring of human action. Accordingly I endeavour by precept and example to convince them that it is their interest to act on my instructions. I explain how the Board encourages this department in the National Schools of the country: first, by an extra salary of £5 to every teacher who successfully engrafts elementary agricultural instruction upon the ordinary course of literary education; secondly, by grants of agricultural tracts; and thirdly, by an allowance of 6d. a-week to a number of boys who are trained to habits of skilful labour on the school farm. When we add to this the profits from a well-managed school farm, it is not difficult to convince them of the advantages to themselves of this department. As the cultivation of those farms costs the State nothing, and as the total public outlay for all purposes does not exceed £6 per school, I trust this inexpensive system of agricultural education will receive that expansion of which it is well susceptible, because it is so pre-eminently calculated to promote the best interests of the country.

I now come to the balance sheet, which is generally considered as the ultimate test of the success of farming. On this point I think I am justified in saying that we have realized a reasonable amount of profit on the Albert school farm during the past year, and have at the same time

Appendix F. imparted to the National teachers of Ireland a large amount of useful agricultural knowledge.

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Thomas
Baldwin,
esq.

Dr. ALBERT SCHOOL FARM.				CONTRA.			
	£	s.	d.		£	s.	d.
To 28 tons of compost on hand at commencement, at 1s. 6d., .	2	2	0	By amount received for potatoes, roots, &c., .	31	12	4
„ Rent from 1st January, 1862, to 31st March, 1863, .	28	7	9	„ Amount received for cattle sold, .	14	11	7
„ Amount paid for seeds, lime, manure, &c., .	41	4	5	„ Amount received for dairy produce, .	58	7	7½
„ Amount paid for cattle, .	43	10	0	„ Amount of Inventory and Valuation on 31st March, 1863, .	90	19	6
„ Amount paid for new farming implements and repairs, .	22	2	7				
„ Amount paid for labour, .	24	10	10½				
„ Profit and loss (being gain), .	33	13	5				
	£195	11	0½		£195	11	0½

In conclusion, allow me to say, that I have during the year, endeavoured to discharge all my duties to the best of my ability. I hope I have been a useful, though an humble, instrument in imparting correct ideas of the science and practice of agriculture to a class of men who exercise the widest influence in moulding the character and increasing the intelligence of the people; and that I have presented to them, and to the pupils of the Albert Institution, a judicious and profitable specimen of small farm management.

It may be said that the profits shown in this balance sheet cannot be realized in the provinces. I am perfectly well aware of the fact that our market prices in Dublin are very good. It is not everywhere, *e.g.*, you can get 10d. a gallon for new milk all the year round; but, on the other hand, the rent is far above the average letting value of the same class of land throughout the country. And, again, the Albert School-farm labours under a few disadvantages. In the first place its direction does not engage all my attention; indeed I believe it is regarded by the Board as a minor though a useful part of my duties. Secondly, my monitor—who is a pupil of the institution—willing and able as he is to carry out my views, and to take my place when I am otherwise engaged, has to attend his own studies morning and evening. And in the next place, the wear and tear of implements is unavoidably greater than on an ordinary farm.

I may add to all these permanent drawbacks, that for the period embraced in the above balance sheet two other more serious items diminished the profits.

1st. Fifteen months' rent is charged in the account; and for the first three months of these—from 1st January to 31st March, 1862—there was no corresponding advantage. The 1st of January is not the best time to enter on the tenancy of a farm. Secondly, having found this piece of ground in a poor state—poorer than any other part of the Model Farm—I at once entered upon enriching it by heavy manuring. For the crop of 1862, I applied composts and farm-yard manure, at a cost of £11 6s. 7d., and artificial manure to the value of £10 16s. 11d. Every practical farmer knows that all this manure was not consumed by the first crop, but remains in the soil for the benefit of the crop of this and subsequent years. I might, therefore, with perfect propriety and in accordance with the practice of eminent agriculturists have taken credit for a large portion of this sum. I have not done so however, because it would complicate the accounts for years to come, and am satisfied with merely recording the fact in this place.

It would not be just to conclude this memorandum without paying a tribute, which is most deserved, to those pupils of the Albert Institution, who, whether in my unavoidable absence, or in my presence, have per-

formed all the labours which I imposed on them with care and attention. A couple of them work on this little farm for a few hours daily; and as they take it in rotation, all of them have a share in its cultivation. I explain to them the leading features of the system pursued, and of the reasons why we adopt it in preference to others. One pupil feeds and otherwise attends the cows, and another acts in the capacity of monitor; and I am bound to say that the success of the school-farm is largely owing to the industry and zeal of the young men employed in these capacities. The monitor, in fact, may be said to represent the small farmer, and the other boys correspond to the members of his family; and my own position is not very unlike that of an estate agriculturist, who pays frequent visits to a small farm which he is anxious to cultivate as a model.

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Thomas
Baldwin,
esq.

Had those young men not acted faithfully in carrying out my views, I could not have produced a satisfactory balance sheet. My residence is three quarters of a mile from the school-farm and its little offices and stock. The delivery of a lecture daily, and some clerking duties, engross the greater part of my time and attention. On Tuesdays and Thursdays I lecture in Marlborough-street; and in my absence the entire management of the farm devolves on the monitor. All this taken in connexion with the foregoing balance sheet, speaks very highly for those young men, and it would be ungenerous in me not to bear this small testimony to their steadiness, assiduity, and fidelity. I see no better way of benefiting a large number of these young men, many of whom, as already observed, are the sons of working farmers, than by presenting to them a good example of small farm management; for, the well-trained and well-disposed student of our institution, who goes home and works steadily and industriously at the small farm of his family, is laying the safest foundation for his ultimate prosperity. He will thereby become confirmed in the habits of industry and application practised at Glasnevin; he will after the first year see the fruits of his well-directed labours, and thus learn the great lesson of self-reliance, and the way by which he may advance himself in the social scale.

I have the honour to be, Sir, your obedient servant,

THOMAS BALDWIN, Lecturer on Agriculture.

To Thomas Kirkpatrick, Esq., M.D.,
 Head Agricultural Inspector.

No. 2.—REPORT of JOHN DONAGHY, Esq., Sub-Agricultural Inspector.

John
Donaghy,
esq.

SIR,—I beg to submit, for the consideration of you and the Commissioners, my Annual Report on the Agricultural School-Farms in my District, for the year ended 31st December, 1862.

The occupation of my time may be summarily stated as follows, viz.:—

On ordinary inspection, special business, valuations, &c.,	302 days.
On leave of absence,	7 "
Official holidays taken,	4 "
Sundays,	52 "
Total,	365 "

Appendix F. In the course of the year I travelled 10,167 miles, and visited the undermentioned classes of schools the number of times specified below, viz.:—

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*John
Donaghy,
esq.*

	Number.	
Model Agricultural School Farms,	2	Twelve times each.
Ditto,	1	Seven times.
Ditto,	1	Six times.
Ditto,	1	Five times.
Ditto,	3	Four times each.
Ditto,	5	Three times each.
Ditto,	3	Twice each.
Ditto (not in operation),	1	Once.
Total,	17	
Ordinary Agricultural Schools,	1	Four times.
Ditto,	19	Three times each.
Ditto,	4	Twice each.
Total,	24	
Workhouse Agricultural Schools,	2	Four times each.
Ditto,	9	Three times each.
Ditto,	5	Twice each.
Total,	16	
School Gardens,	1	Twice.

The foregoing statement shows, as compared with my last Annual Report, that the number of school-farms in my District has slightly increased during the year—there being in connexion at the close of 1861, fifty-four, and at the close of 1862, fifty-eight. This increase arose from the taking into connexion of two Ordinary and two Workhouse Agricultural School-farms, whilst it was not found necessary to strike off any for inefficiency of working. It also shows, by simple calculation, that the total number of visits made was 192, and that consequently the average number of miles travelled in making each was very nearly fifty-three. Further, I may remark on this point, that had it not been for a regulation of the Commissioners which required me to examine the boarding accounts of the Kilkenny Agricultural Establishment at the beginning of each month, I could have inspected the schools under my charge much more frequently, and at much less expense.

At the close of the year there were in my District five First Class Agricultural schools (one of which has not yet been brought into operation), *exclusively* managed by the Commissioners, four let to Agriculturists on their own account, and eight under local management. There were also twenty-four Ordinary and sixteen Workhouse Agricultural schools, together with one school-garden—making in all, as stated previously, fifty-eight.

First Class Agricultural Schools under the exclusive management of the Commissioners.—These comprise, Kilkenny, Athy, Ulster, Temple Douglas, and Dunlewey—the latter not yet in operation.

The Kilkenny establishment, both as regards its out-door and in-door management, has afforded me much satisfaction throughout the past year. Indeed, it is only fair to say, that since it came under the management of the present Agriculturist, it has progressed yearly in efficiency. With the exception of a small portion of the farm, which is intended to be kept in permanent pasture, regular rotatory cropping is pursued on it, and thus an example of tillage and general farm management is exemplified which cannot fail to be productive of useful and beneficial changes in the usual farming operations of the surrounding neighbourhood. As

heretofore, pure-bred sires are still kept ; and it is acknowledged by all with whom I have conversed on the subject, that, even through this instrumentality alone, most important progress in the agricultural improvements of the locality has been made. As corroborative of the favourable opinion which I entertain regarding the efficient working of this school, I may mention, that the pupils trained at it—with few exceptions—are generally successful in the competitive examinations for admission to the Albert Agricultural Institution. As a consequence of this, the agricultural boarding class, in attendance, is, for the most part, as large as can be accommodated. I would only further remark, that during the last few years, important and beneficial changes have been made on the farm, in the way of bringing it into proper shape ; and that almost the only operation which now remains to be effected to render the soil rich and productive is *thorough* drainage.

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The Athy establishment continues to be conducted in a very efficient manner. The management of the farm attached to it reflects great credit both on the Commissioners and on the Agriculturist who has charge of it. In my last Annual Report I stated that “a portion of wet, unproductive land was drained and brought under cultivation, and it is contemplated to pursue a similar process in regard to the remainder in the ensuing year.” The part of the marshy land referred to was drained and reclaimed in the past year, in conformity with the intention then expressed, and it is not too much to say, that the improvement thus effected has not only greatly enhanced the value of the farm, but also given to it an appearance which has attracted the attention of the leading farmers of the locality. Throughout the year, both the boarding and agricultural classes were very fairly attended, and the progress made by the pupils belonging to them was very satisfactory.

The Ulster establishment continues to progress very fairly in usefulness. The boarding class in attendance during the year was, on the whole, well attended, and the members of it made good advancement in agricultural knowledge. Gradual improvement, also, characterized the general working of the farm. Nearly three-fourths of it have now been drained and brought into cultivation, and as soon as circumstances permit, the reclamation of the remainder will be proceeded with. The almost continuous wet weather, however, not only in the past but the preceding two years, has operated most unfavourably against its successful cultivation, owing to the extremely tenacious nature of its soil and its great absorbent power of moisture.

A considerable amount of improvement was effected during the past year on the farm attached to Temple Douglas, in the way of draining and fencing, but neither the boarding nor agricultural classes increased in attendance. Regular rotatory cropping, however, is exemplified on a part of the farm, which, together with the system of drainage pursued, it is to be hoped, will be copied by the surrounding farmers. Useful examples of the kinds referred to, I have generally found to produce very beneficial changes in the usual farming operations of a district. On this, as well as on the Ulster farm, the wet seasons which we have recently had operated most injuriously, both as regards tillage and produce.

As regards Dunlewey, I can only reiterate the substance of what I stated in my last Annual Report, viz., that, to the great regret of the inhabitants of the district, it has not yet been brought into active operation.

First Class Agricultural Schools let to the Agriculturists.—These comprise Bailieboro', Leitrim, Bath, and Ballymoney.

Bailieboro', Leitrim, and Ballymoney schools were attended by large agricultural, but small boarding, classes—the members of each of which

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made good progress in agricultural knowledge. Bath is so circumstanced that only boarders can attend. The progress made by those present was highly satisfactory. On each of the farms attached to these schools, regular rotatory cropping, efficient cultivation, and good general management are exhibited; but unfortunately the crops on two of them, Leitrim and Bailieboro, suffered most severely from the continuous wet weather; so much so, that some of them were total failures, whilst the produce of others of them would scarcely cover the expense of seed and labour. Ballymoney and Bath farms, however, gave very fair returns.

First Class Agricultural Schools under Local Management.—These comprise Templemoyle, Loughash, Larne, Garryhill, Woodpole, Cornagilta, Dromiskin, and Ballycarry.

The class in attendance at Templemoyle decreased to some extent towards the close of the year; but the progress made by those in attendance, both in scientific and practical agricultural knowledge, was very satisfactory. The example of cropping, cultivation, and general farm management pursued here, is also worthy of high commendation, and reflects much credit on the Agriculturist.

Loughash still continues to maintain, in public estimation, that high position as an agricultural school, which, through the ability, energy, and perseverance of its Agriculturist it long since attained. Both the boarding and agricultural classes were well attended, and most satisfactory progress—scientific and practical—made by the pupils belonging to each. The example shown here of the reclamation of wet, moory, and apparently barren land—in a mountainous district, and subject to most unpropitious weather—reflects the highest credit on the Agriculturist; and, the more so, as the operations pursued by him in effecting his object, have been followed by the farmers of the hill-sides and glens of the entire district of country in which the school is situated.

A change of teachers took place in the Larne school in the course of the year—Mr. Healy, its former teacher, having been successful in gaining a literary inspectorship by competitive examination. Since this change I inspected the school, and have every reason to believe that Mr. Hay, the successor of Mr. Healy, will carry out the business of both the literary and agricultural departments satisfactorily. Systematic cropping was exemplified on the farm, and well attended Agricultural and Industrial classes were always present. In my last report I alluded to the rather disgraceful state of the dwelling-house and farm-offices, and am now happy to say that I have been informed that a sum of about £10 has been allocated by the committee of the school towards the effecting of repairs.

As regards the other schools in this class, I would say that they all, on the whole, exhibited neat, clean, efficient, and systematic cropping, and had, in general, well attended Agricultural classes, the progress made by the pupils belonging to each of which was highly satisfactory.

Ordinary Agricultural Schools.—The schools in this class at the close of the year comprised Geevagh, Ballytibbert, Balleighan, Convoy, Carradoan, Drumkerle, Ballynenor, Drumnafern, Ballinvalley, Tyreghan, Rafooth, Taniokay, Camphill, Crieve, Drumbanagher, Carragorry, Drung, Clane, Two-mile-house, Delgany, Drumlish, Doocastle, Termon, and Tooban.

With few exceptions the farms attached to the schools in this class exhibited neat, clean, and efficient cultivation, together with regular systematic cropping, and good farm management. Owing to the wet and inclement season, however, the crops on some of them were considerably injured. It is to be regretted that this was the case on all heavy, wet, and tenacious soils throughout the country.

I would again respectfully draw the attention of you and the Com-

missioners to the importance of gradually extending this class of schools throughout the country, convinced as I am of their general utility. From the agricultural instruction imparted at them, at merely a trifling cost to the State, those youths educated at them, and whose ultimate object in life is the cultivation of the soil, would derive an incalculable amount of advantage through their instrumentality; and those advantages would not be confined to the farming classes only, but would be diffused throughout the entire community.

Workhouse Agricultural Schools.—The schools of this class on the roll at the close of the year were, Newtownards, Antrim, Belfast, Larne, North Dublin Union, Monaghan, Trim, Londonderry, Sligo, Ballymoney, Athy, Kilkenny, Rathdown, Naas, Ballymena, and Manorhamilton.

Two Workhouse schools were taken into connexion in the course of the year—Ballymena and Manorhamilton; whilst it was not found necessary to strike off any of those on the previous year's lists.

The cropping, for the most part, on the farms connected with the workhouses is confined to the production of field and garden vegetables. There are, however, some exceptions to this practice, particularly at those Workhouses where milch cows and pigs are kept. The Workhouses at which cattle and pigs are kept in my district, are Antrim, Londonderry, Ballymoney, Ballymena, and Manorhamilton. At all these Workhouses *grain* as well as *green crops* are cultivated. In five other cases, pigs only are kept, and fed by the offal from the cooking-houses. This is a step in the right direction, and should in every instance, where practicable, be followed up by the introduction of milch cows. On applying to the masters of those Workhouses at which both black cattle and pigs are kept, regarding their opinion, based on experience, as to the propriety of keeping those animals, I have been invariably told that their produce constituted a considerable saving to the union, and at the same time their feeding and management afforded a large amount of useful practical knowledge to the pupils. Also, that by pursuing this course, they were able to produce for the use of the Workhouse milk and butter of much better quality than they could procure from a contractor. I decidedly agree with the view thus expressed, and would strongly recommend the adoption of the system at all those Workhouses where the means of carrying it out are forthcoming.

Both the cropping and tillage pursued on almost all the workhouse farms in my district deserve the highest commendation, whilst the progress made by the pupils in attendance was as satisfactory as, under the circumstances, could reasonably be expected. I say *under the circumstances*, because, at these Workhouses there is an almost interminable *going out and coming in*, which renders it impossible on the part of a teacher to keep up a steady class of agricultural pupils for a period of twelve months.

School Gardens.—The Glasnevin Industrial School is the only one belonging to this class situated in my district. During the year it was cultivated and cropped by the present teacher in a very efficient and creditable manner—the utmost degree of care and attention having been apparently bestowed by him on the most minute details connected with its management. Pretty large agricultural and industrial classes were kept up, the progress of the members of which was, on the whole, fair. The *allotment* system is still carried out, and the holders of the several plots allocated for the purpose realize large yearly profits by the zeal, energy, and ability which they bring to bear upon their cultivation.

General Remarks.—Reviewing the general working of the several classes of schools in my district during the past year, it affords me much gratification to be able to say that, with few exceptions, very satisfactory progress was made, both in the indoor and outdoor instruction imparted at them. The agricultural classes at all of them were, for the most part, very

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well attended, the only drawback being the comparatively small number of boarders at the minor agricultural schools. This appears to have arisen from a recent regulation of the Commissioners, by which a pupil educated at one of the ordinary *literary* schools has the same facility of standing a competitive examination for admission to the Albert Agricultural Institution, as a pupil trained at one of the most important agricultural schools connected with them. Whilst the regulation referred to is in force, a small attendance of agricultural pupils at the minor agricultural schools, if not at those occupying a higher position, may be expected.

Notwithstanding the extremely unfavourable nature of the past year—as regards farming operations—the management, cropping, and tillage of the several classes of farms in my district were well attended to and efficiently carried out, unless in those cases in which the soil consisted of heavy tenacious clay, the retentive nature of which rendered every effort towards efficient cultivation almost impossible. I believe it is an incontrovertible fact that, in the memory of the oldest inhabitant, three more unpropitious seasons for farming operations than 1860, 1861, and 1862, have not followed each other consecutively.

I have the honour to be, Sir, your obedient servant,

JOHN DONAGHY, Sub-Agricultural Inspector.

To Thomas Kirkpatrick, Esq., M.D.,
 Head Agricultural Inspector.

M. Brogan, esq. No. 3.—REPORT of M. BROGAN, Esq., Sub-Agricultural Inspector.

SIR,—I beg to submit, for the information of the Commissioners of National Education, my Ninth Annual Report on the operation of the system of Agricultural Education in the District committed to my charge during the past year.

The following summary shows the manner in which my time was employed, and the amount of official duty performed by me during the past year :—

EMPLOYMENT OF TIME.

Engaged in ordinary inspection duty,	183 days.
Engaged in special duty, examination of accounts, annual valuations, &c.,	98 "
On leave of absence,	20 "
Sundays and official holidays,	64 "
Total,	365 "

WORK PERFORMED.

Ordinary visits of inspection, reported upon in the usual manner,	238
Special visits for examination of accounts, valuations, &c.,	32
Total distance travelled on official duty (statute miles),	9,698
Average distance travelled to each visit of inspection,	40½

DISTRIBUTION OF INSPECTION.

Class of School Farm.	VISITED					
	Once.	Twice.	3 times.	4 times.	5 times.	6 times.
First Class Agricultural,	—*	2	11	5	2	2
Ordinary ditto,	5†	5	11	4	—	—
Workhouse ditto,	—	4	15	11	—	—

The amount of inspection duty performed by me during the past year exhibits an increase over that of the previous year, there being twenty-

* All more than once.

† Applicant cases visited towards the close of the year.

six more ordinary inspections in the year 1862 than in the preceding year 1861. Were it not that I was employed for a considerable time in the spring in investigating and reporting upon the operations of the "Munster Flax Improvement Society," the amount of inspection duty would exhibit a still larger increase. No school was left unvisited at the close of the year, and all were visited more than once, with the exception of some "applicant cases," which could not be visited or reported upon till the close of the year.

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The number of agricultural schools of all classes in operation in my district at the close of the past year (seventy-six), exhibits an increase of eight over the number connected at the close of the previous year; this increase consisting of one Workhouse and seven ordinary Agricultural Schools.

First Class Agricultural Schools.—No change has taken place in the number (twenty-one) of these establishments in connexion during the past year; nor has any change taken place in the number of these establishments, which are worked for the public account, under the "exclusive management of the Commissioners."

This class of agricultural schools continues, on the whole, to be efficiently and successfully managed, as far as the instruction of agricultural pupils, and the careful and systematic cultivation of their "model farms," is concerned; but owing to the extremely unpropitious character of the past season, they have not been so successful in the *financial* phase of their operations. As I have already submitted a *special report* on this phase of their working, containing the fullest information and explanation respecting every circumstance affecting the pecuniary results, it is unnecessary for me to offer any further remarks on this question on the present occasion.

The First Class Agricultural schools under local management also continue to be maintained in a satisfactory condition of efficiency and utility. An establishment of this class (Rahan, King's co.), which resumed operations towards the close of the previous year (1861), after being suspended for a considerable time, has made very satisfactory progress during the past year; and the present teacher seems disposed to leave nothing undone to render the institution thoroughly effective, in both its educational and industrial departments. The "model farm" has been materially improved by a large but judicious expenditure of capital, and there is a large and intelligent agricultural class organized, and regularly instructed in the school.

Having, in my ordinary official reports on the various inspections during the past year, given full details of the organization, working, and efficiency of all these schools, I will now confine myself to the statement of a few facts which afford evidence of their successful working, and show that, as stated in one of my previous General Reports, their operations are not exclusively confined to the special objects for which they were established, but extend to collateral branches of agricultural improvement, to which they are calculated to render material and important assistance.

The Superintendent of the Munster Agricultural school carried out, during the past year, some important and carefully conducted experiments in *dairy management*, the results of which were embodied in a paper read by him before the members of the Cork Agricultural Society, and for which he received the marked thanks of that body. The publication of this paper in the local journals not only led to numerous applications being made to him for information on dairy husbandry, but induced a resident nobleman (Lord Shannon) to send a young woman to the institution to be instructed in dairy management.

The Limerick First Class Agricultural school, which has been conducted

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in the most satisfactory manner during the past year, took some prizes at the provincial exhibition of the Royal Agricultural Society of Ireland, held at Limerick in August last; and it also took Second Prize for its collection of farm produce (thirty-three specimens) sent to the Exhibition of Farm Produce from the various Agricultural Schools, held at Glasnevin, previous to the Winter Show of Farm Produce held in Kildare-street, by the Royal Dublin Society, where they were subsequently exhibited, and elicited the marked approval of the judges and visitors.

The Gormanstown First Class Agricultural school is made to co-operate in realizing the objects of the Clogheen Farming Society, the thoroughbred animals procured by this society, with the object of improving the breed of the live stock in the district, being kept at the model farm of that institution.

The Mount Trenchard First Class Agricultural school still continues to be associated with, and ancillary to, other local enterprises for the advancement of agriculture. Its efficient and intelligent Superintendent is Secretary to the Mount Trenchard Farming Society, and also acts as the manager of a "Cattle Insurance Club," formed by the tenantry on the estate of Lord Montegale, who has been one of the earliest advocates and most liberal supporters of industrial education. This club has been a source of great benefit to the tenant-farmers of the district, as it has awakened them to, and familiarized them with, the advantages resulting from association and mutual co-operation for protective and beneficial purposes. It also enables them to realize all the advantages which Agricultural Insurance Companies can afford, at far less expense than they could possibly be obtained where large salaries, office, and other incidental expenses have to be incurred.

The Cahersherkin First Class Agricultural school is the focus of agricultural improvement in the remote and hitherto backward district in which it is situated. The teacher of it acts as manager of the Corcomroe Agricultural Society, formed amongst the tenantry on the estate of Lord Inchiquin, who combines the character of a liberal promoter of industrial progress with that of a kind and generous landlord. The meetings of the Society are held at the agricultural school, which is thus rendered available for the instruction of the *aged* as well as of the *young*; and by its agency, together with the increased intelligence diffused through the operation of the National schools, a poor and wild district of country in the west of Clare, within the sound of the Atlantic waves, is beginning to assume an appearance of high cultivation and fertility that promises soon to cast districts much more highly favoured by nature completely in the shade.

The Piltown Agricultural school, on the estate of the Earl of Bessborough, than whom Ireland's aristocracy does not contain a more earnest friend, or more liberal patron of intellectual and industrial progress, annually enters a respectable appearance at the exhibition of the local (Iverk) Farming Society; and, as evidence of its efficiency and utility in other respects, I will cite an authority which certainly cannot be suspected of any undue bias in favour of such institutions. The *Farmers' Gazette* of the 18th October, 1862, contains the following notice of the Piltown Agricultural school, in connexion with a general description of agricultural, social, and educational progress on the "Bessborough Estates," by the travelling Correspondent or "Commissioner" of that journal:—

"Whilst the tastes and habits of the grown up people are being improved through the influence of comfortable dwellings, and those important adjuncts to which we have alluded, the young are also being brought up in a manner which will enable them, not only to do as well as their parents are doing, but even to go beyond them. This is being effected through the medium of the Piltown Agricultural school, and of the other seven or eight excellent schools erected by Lord Bessborough on different parts of his estate. Five

Irish acres of land are attached to the Piltown school, as a "model farm;" and its condition is most creditable to Mr. Cunningham and the eight little fellows who form the "industrial class," and who chiefly cultivate it. It is laid out in divisions suitable for a regular succession of crops; and every part of it is kept in very nice order. The boys who belong to the "industrial class" have each their allotment in the school grounds, and compete against each other for prizes at the district show. The roots on the boys' allotments are admirably grown; and so expert do they become, that they are in constant demand in the neighbourhood; so much, indeed, that at some busy seasons, especially in spring, Mr. Cunningham sometimes finds it difficult to retain a sufficient number of them to enable him to cultivate the school farm properly. A similar piece of land is attached to the school at Whitechurch, and to some other schools on the property, but not to all, although we dare say it is probable, from the success which has attended the existing school farms, that Lord Bessborough will ultimately extend the system to every school on his estate."

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Ordinary Agricultural Schools.—This class of agricultural schools, which, at a comparatively trifling expense, is effecting a large amount of agricultural improvement, and diffusing a large amount of industrial intelligence amongst the rising generation, has been increased from nineteen in connexion at the close of 1861, to twenty-six in connexion at the close of the past year. Two of them, however, became "suspended" during the past year, owing to the decease of a teacher in one case, and the removal of a teacher in the other; and I am not yet certain whether the operations of their agricultural departments will be resumed. With scarcely any exception, they continue to be conducted in an efficient and satisfactory manner, both as to imparting agricultural instruction, and the systematic and effective practical working of their industrial (farming) departments. Some of them, such as those on the Bessborough Estate, county Kilkenny, as referred to in the extract already quoted from the *Farmers' Gazette*, and the Parteen, Clonkeen, Cornafulla, and Cloontagh Agricultural schools, have attained a high degree of efficiency. The last-mentioned school (Cloontagh), situated in a backward moorland district of the county Longford, obtained *first prize* for the "best collection of farm produce" in its section, at the Exhibition of Farm Produce before alluded to as held at Glasnevin in December last.

The seven additional schools of this class which were received into connexion during the past year, are either situated in districts where no such institutions had been previously established, or where agricultural improvement is very much required. They are located as follow:—

Mayo,	.	.	.	.	.	2
Roscommon,	.	.	.	.	.	2
Kerry,	.	.	.	.	.	2
Waterford,	.	.	.	.	.	1
Total,	.	.	.	.	.	7

They all appear calculated to work efficiently, and I confidently anticipate their being productive of much local improvement and utility.

Workhouse Agricultural Schools.—The number of schools of this class remaining in connexion at the close of the past year exhibits an increase of one over the number in connexion at the close of the previous year, the Parsonstown Workhouse school having been received into connexion with the Agricultural Department in the month of July last, and no workhouse school having been struck off during the past year. Their working and progress during the past year has been highly satisfactory, as appears from the reports of my periodic inspections, so that scarcely a single instance occurred in which I was obliged to recommend the withholding of the gratuities awarded by the Commissioners of National Education for efficient and successful services in conducting the agricultural departments of workhouse schools. All the pupils in these schools

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who can read with tolerable correctness and facility receive a lesson daily in the agricultural books supplied by the Commissioners, which contributes both to their *literary* and *industrial* instruction and progress; and the amount of proficiency and intelligence displayed by the majority of these pupils, when examined on the subjects treated of in their agricultural lessons, would reflect credit on the pupils of the best conducted schools in the country. Their industrial training also continues to receive due attention; and, in many instances, almost the entire work of the workhouse farm is performed by them. I continue to receive the most favourable accounts of the industry and good conduct of those who have left these schools, on obtaining employment outside, and who very rarely return to be a burden on the rate-payers. Indeed, in many cases, the only thing to be regretted is that, so great is the desire to employ them, where they are known to be well trained in steady habits of industry, and to be well skilled in improved industrial knowledge, they are frequently taken out prematurely, at too tender an age, and before they are sufficiently well educated, or strengthened and confirmed in industrious habits. The following data, carefully compiled from my notes taken at the last inspections for the past year, will show how the pupils in the male departments of workhouse schools are disposed of as to industrial training, and the progress that has been effected in this respect during the past year:—

	1861.	1862.
Total number of school boys present,	883	975
Total number employed at agricultural labour,	516	616
Total number employed at trades,	137	151
Total number unemployed for want of ability, &c.,	230	208
Total, as above,	883	975
Per centage of total attendance receiving industrial training,	74·	78·7
Per centage employed at agricultural labour,	58·5	63·2
Per centage employed at trades,	15·5	15·5
Per centage unemployed for want of ability, &c.,	26·	21·3

The following statement shows the proportions of “employed” and “unemployed” for the last seven years:—

Year.	No. of Workhouses connected.	Total No. of Pupils present.	Employed.	Unemployed.
1856, .	45	2,143	63· per cent.	37· per cent.
1857, .	46	1,713	65·8	34·2
1858, .	41	1,161	74· ”	26· ”
1859, .	37	934	79·3 ”	20·7 ”
1860, .	28	801	81· ”	19· ”
1861, .	28	883	74· ”	26· ”
1862, .	29	975	78·7 ”	21·3 ”

From this statement it will be perceived that the state of industrial employment last year was a considerable improvement over the previous year, and over that of any year since 1856, with the exception of the years 1859 and 1860, in the latter of which both the *total number of pupils*, and the *proportion of “unemployed”* had reached the *minimum* amount. At the present time, scarcely any boys are unemployed but those who are physically disqualified for manual labour. I have heard with very deep regret that the Board of National Education is under the necessity of discontinuing the aid it heretofore afforded to the agricultural departments of workhouse schools, and by which a very large amount of public good was effected, at a very moderate expenditure of the public money. The pecuniary saving of a few hundreds per annum, which the withdrawal of this aid will effect, will weigh but little against the loss

the community must sustain in having the industrial training and instruction of pauper boys negligently and imperfectly carried out, as they are very likely to be when the stimuli of frequent and effective inspection, and of rewards for efficient and successful superintendence of these agricultural departments, are withdrawn. Neither will the saving be so large as may at first sight be apparent, for the connexion of these schools with the Board's system of Agricultural Education entailed little or no expense beyond the amount awarded as "gratuities" to the meritorious conductors thereof. They were inspected when the Board's Agricultural Inspector was travelling round to visit the First Class and Ordinary Agricultural schools, and, generally, *without any loss of time*, being available for inspection at *early or late hours*, when the other classes of schools were not open for inspection. I trust, therefore, that the cessation of their connexion will be but temporary. It has been the practice, for many years, to award gratuities for "Order and Cleanliness," &c. to literary teachers of Workhouse National Schools; but as good order and cleanliness should be the normal condition of every department of public institutions, and as there are ample facilities and appliances for maintaining these conditions, irrespective of any special pecuniary rewards, it would surely be more expedient to continue to award gratuities for *extra* and *special* duties, such as attending to the industrial training and instruction of workhouse school boys.

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School Gardens.—The number of establishments of this class under my supervision has been increased by one during the past year, the industrial department of the Ballaghadirreen Male National school having been received into connexion in May last. The land allocated as a "School Garden" in this case is as yet very limited in extent, but it is intended to have it considerably enlarged next year, when the management of it shall have been better understood, and the pupils better trained and disposed to assist in its cultivation. It is also intended that the arrangement and working of it shall approximate as closely as possible to that at Loughglynn, so as to afford the pupils of the "industrial class" an example, not only of improved industrial economy, but of taste and neatness in the arrangement and culture of shrubs, flowers, &c.

The working of the Loughglynn School Gardens, of which I furnished a special and fully detailed report in November last, continues satisfactory; and the annual exhibition of garden produce, notwithstanding the extremely unfavourable character of the season, and that the time of holding it was unpropitious in many respects, was well attended, and very fairly successful. From a communication which I subsequently received from the patron of the school, C. Strickland, Esq., than whom there is not, west of the Shannon, a more zealous friend and promoter of *real* industrial progress, I understand he is taking steps to have another institution of a similar character established on another portion of the property under his management.

Agricultural Pupils.—The two classes of "boarders" and "day pupils" receiving industrial instruction in the agricultural schools, displayed satisfactory proficiency, and appeared to have made fair progress during the past year. The "boarders" class in my district exhibits a decrease of $16\frac{1}{2}$ per cent. during the past year; but this falling off is more than counterbalanced by an increase of $11\frac{1}{2}$ per cent. in the class of "day pupils," who are much more numerous than the "boarders." The falling off in the boarders' class arises from two causes, to one of which—the present mode of admission to Glasnevin, without the requirement of preparatory training in a district agricultural school—I adverted in a former report. The other will be found in the extremely depressed circumstances of the farmers of this country, after three successive years of

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failure in their cropping, which not only rendered them unable to pay the moderate stipend required from "paying boarders," but even prevented them from allowing their sons to accept the "free" scholarships, as their diminished means would not admit of their employing hired labour in lieu of their sons' labour which they would thus have to dispense with. It is to be hoped that the returning prosperity which now begins to dawn again, and to brighten the farmer's horizon with the hopes of an abundant and profitable return for his labours, will remove these obstacles to the perfect development of this important element in the agricultural school system.

I continue to devote the utmost attention to the progress and proficiency of this class of pupils, especially in the Limerick and Cork Agricultural schools, where I hold bi-monthly examinations, every alternate one being both a "written" and "oral" examination. The following abstract will exhibit the state of proficiency of the pupils of both these schools at the last examination for the year held in December last :—

Cork, or Munster First Class Agricultural National School.			Limerick First Class Agricultural National School.		
Pupils' Names.	Series of Questions.	Per centage value of answering.	Pupils' Names.	Series of Questions.	Per centage value of answering.
Edward Hendly, .	First, .	79	John O'Connell, .	Second, .	97
William Chrystal, .	Third, .	75	John McCormick, .	Third, .	80
Bartholomew Shea, .	First, .	75	Patrick Kelly, .	Second, .	79
Robert Hayes, .	Fourth, .	74	Patrick Smith, .	Fourth, .	78
John Waters, .	Second, .	73	Henry Musgrave, .	First, .	72
John Wilmore, .	First, .	73	William Massey, .	Fourth, .	65
John Heffernan, .	Second, .	70	Denis Roche, .	Second, .	27
William Wilson, .	Fourth, .	67			
Henry Forde, .	Third, .	67			
Henry Carden, .	Second, .	60			
John Lane, .	First, .	55			
William Jeffcott, .	Fourth, .	42			
Patrick Sheehy, .	Third, .	42			
	Average,	66.3		Average,	71.3

At the "Competitive Examinations" for admission to the Albert Institution held during the past year, the pupils of the Cork and Limerick Agricultural schools creditably distinguished themselves, as will be seen from the following statement of their proficiency and position :—

JANUARY EXAMINATION, 1862—MUNSTER AGRICULTURAL NATIONAL SCHOOL.

Name of Candidate.	Per centage value of answering.	Place obtained.
Henry Browne, . . .	73.5	First.
David Allman, . . .	66.4	Tenth.
John McGregor Leslie, . . .	58.6	Twenty-first.
Richard Webb, . . .	46.5	Twenty-fifth.
Edward Kirby, . . .	40.9	Twenty-sixth.
Average, . . .	57.1	

No pupils from the Limerick Agricultural school attended the above examination.

JULY EXAMINATION, 1862.

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Cork Agricultural National School.			Limerick Agricultural National School.		
Name of Candidate.	Per centage value of answering.	Place obtained.	Name of Candidate.	Per centage value of answering.	Place obtained.
Bartholomew Murphy,	60·6	—	James M'Eniry, .	81·2	Second.
			Thomas Dwyer, .	77·2	Third.
			Edward Hutch, .	72·	Fourth.
			James Marshall, .	63·8	Tenth.
			Average, .	73·5	

The moral conduct and attention to religious duties of the young men who form the "boarders" class in the Model Agricultural schools, continue satisfactory, under the strict surveillance which the officers of these institutions devote to these all important matters. No serious violation of discipline, or neglect of religious duties, was reported to me during the past year. In connexion with this subject, it affords me much pleasure to be enabled to state that, though the "boarders" class is composed of young men of various religious denominations, they live together in perfect harmony, each adhering strictly and consistently to the exercise of his own religious principles, but respecting those of his fellow pupils who profess a different faith. They thus carry into practical effect (and it is to be hoped *will ever after continue to do so*), those great principles of *Christian charity and mutual toleration*, which it should be the earnest desire of all right-minded men to see diffused through the length and breadth of the land, and the accomplishment of which is one of the greatest and noblest aims of the system of National Education in Ireland.

Having now dealt with every phase of the working of the agricultural department that comes within the scope of my supervision, I think it will be found that if there has been retrogression in some sections, from causes quite beyond our control, it is much more than compensated for by the advancement in other sections; so that, on the whole, the past may be regarded as a *year of progress*; and trusting that each succeeding year will enable us to chronicle equally satisfactory results,

I remain, Sir, your obedient servant,

M. BROGAN, Sub-Agricultural Inspector

Thomas Kirkpatrick, Esq., M.D., Head
Agricultural Inspector.

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No. 4.—PROSPECTUS of the ALBERT NATIONAL AGRICULTURAL TRAINING INSTITUTION, GLASNEVIN, DUBLIN.

Patrons.—THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.
Superintendent—THOMAS KIRKPATRICK, Esq., M.D., Agricultural Inspector.

LECTURERS.

Botany and Vegetable Physiology, D. MOORE, M.R.I.A., A.L.S., PH.D., and Curator Royal Dublin Society's Botanic Gardens, Glasnevin. *Animal Physiology, Chemistry, Geology, and Natural Philosophy*, E. S. CLARKE, M.D., M.R.I.A. *Practical Agriculture*, J. BALDWIN. *Gardening*, T. MANLY.

OBJECTS.—This Institution, which was established by the Commissioners of National Education in Ireland, in the Year 1838, is designed to supply such instruction both in the *science* and *practice* of Agriculture, as will qualify young men for discharging the important duties of Agricultural Teachers, Land Stewards, Farmers, &c., &c.

THE TRAINING INSTITUTION.—The Training Institution is situated on the farm. The new buildings (which were completed in 1853), comprise Dormitories, Dining Hall, Lecture and School-room for seventy-five resident pupils; Museum, Library, and Laboratory; a comprehensive range of farm-offices, and apartments for the Superintendent, Matron, Land Steward, Literary Teacher, and Servants.

THE FARMS AND GARDENS, which contain about 180 statute acres, are situated about three miles north of Dublin, and lie between the public roads leading to Santry and Swords.

The *larger Farm* contains about 165 Statute Acres. With a view of exemplifying the most approved systems of culture, various rotations of cropping are followed upon separate divisions of this farm. The system of house-feeding cattle is pursued both Summer and Winter. The arrangements for affording to the pupils as large an amount of information as possible upon every branch of the business of farming, including Dairy Husbandry, the Fattening of Cattle, the Breeding and Rearing of different kinds of Live Stock, the various operations of field culture, and the permanent improvement of the soil, are such as to place within their reach an opportunity of becoming acquainted with the practical details of every department of agriculture.

An area of five and a half statute acres is cultivated as a small Example School Farm, and chiefly, with the view of exhibiting to the National School Teachers under Training a correct system of cropping small holdings. These teachers receive two Lectures weekly in the Central Training Department, Marlboro'-street, on the theory and practice of Agriculture, from the Lecturer on Practical Agriculture at the Albert Institution, who also gives them practical instruction on the large and small farms every Saturday during their course of training.

The Gardens.—In order that such of the pupils as have a taste for Horticultural pursuits should have an opportunity of qualifying themselves to discharge the combined duties of Steward and plain Gardener, about three statute acres are set apart and cultivated as a Kitchen Garden. There are, also, a small Conservatory, Peach House, Vinery, and Fruit and Flower Gardens.

MANAGEMENT.—The general supervision of the Institution devolves on the Superintendent. The Lecturer on Agriculture gives instructions on the Theory and Practice of Agriculture; directs the cropping of the small Example Farm, and the general education of the pupils. The Agriculturist carries out the cropping and management of the large farm, under the direction of the Superintendent. Literary instruction is imparted by a competent teacher; and a gardener of practical experience has charge of the Horticultural department.

INSTRUCTION.—The course of instruction imparted by the literary teacher embraces all the branches which constitute a sound English Education; namely, English Grammar and Composition, Arithmetic, Book-keeping, and Mathematics, including Land Surveying, Levelling, and Mapping.

Each of the Lecturers of the Institution delivers two sessional courses of

lectures, annually. These lectures are illustrated by means of numerous and carefully executed diagrams, valuable collections of minerals, plants, &c., and chemical apparatus.

In order that the pupils may become fully acquainted with improved practical husbandry, they are called upon to take part in the performance of every farm operation—the feeding and management of live stock, &c. They are made practically acquainted with the most recent application of steam power to agricultural purposes, and also with the uses of a very select collection of farm implements.

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ADMISSION.—Two classes are admitted to the Institution—

I.—The first or intern class consists of young men who intend to become Land Stewards or Farmers, and who are boarded, lodged, and educated, at the public expense for two years.

The Commissioners have decided that in future all candidates for admission into the intern class will be obliged to submit to two competitive examinations. These free places are thus thrown open to all well conducted young men of the humbler ranks of life, whether educated at National Schools or otherwise.

The Literary and Agricultural Inspectors have instructions to forward to the Education Office, on or before the 1st of May, and the 1st of November in each year, the names of such young lads at the Schools in their respective districts as they may deem eligible, taking into account in making their recommendations—

The age, which must not be under 17 years;

The state of health and physical capacity for labour;

The moral conduct, literary attainments, industrial habits and tastes, and probable pursuits in after life of the young lads.

The Commissioners also entertain applications on behalf of candidates made by respectable persons in the Country.

The young men nominated for competition will be required to attend an examination in the subjects specified in Programme No. 1, held in their respective school districts on some fixed day in November (prior to the opening of the first session), and in May (prior to the opening of the second.) From the best answers amongst these, a number will be chosen which will bear to the number of vacant places at Glasnevin the proportion of 3 to 2, and submitted to a second competitive examination in Dublin, according to Programme No. 2. The expenses of the unsuccessful Candidates will be paid to and from Dublin.

II.—The second or extern class is composed of young men who board and lodge at their own expense in the immediate neighbourhood of the farm.

The members of this class are admitted upon the following terms:—

1. That they engage in the ordinary farm work.
2. That they attend punctually, with the intern pupils, all the lectures delivered at the institution.
3. That they be amenable to the rules and regulations.
4. That each pay an entrance fee of Five Pounds.

No specified time is set apart for the training of “pupils” of this Class.

PRIZES.

I. The Commissioners grant £30 annually to be distributed in Prizes for proficiency in the subjects of the lectures, and in the practical work of the farm and gardens.

II. The year is divided into two Sessions; the first commencing at January, and ending in June; the second commencing in July, and ending at Christmas.

III. At the close of each Session Prizes are awarded to the amount of £15.

IV. In awarding the Agricultural Prizes, equal value is given to the answering of the pupils on the theory and practice of Agriculture, and to the skill and ability they evince in farm management. The Horticultural Prizes are awarded in the same way.

V. No pupil can take more than three prizes in one Session.

VI. A pupil is disqualified for a prize, in any department, whose general conduct is not perfectly satisfactory.

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VII. A Silver Medal is given to a pupil of the second year who has taken in either of the Sessions the first prize in Agriculture, and one first prize, or any two second prizes, in the remaining subjects for examination.

CERTIFICATES.

When a pupil completes his period of training, he receives a certificate, of which there are three classes, First, Second, and Third.

The First Class Certificate is given to every pupil whose sum total of marks at all the examinations held during his course amounts to a per centage of sixty or above.

For the Second Class Certificate, the marks must be between forty and sixty.
For the Third Class Certificate, between twenty and forty.

PROGRAMME OF ENTRANCE EXAMINATION—No. I.

READING.—To read with correctness any passage selected in the Fourth Book of Lessons.

WRITING.—To write a legible hand with facility.

SPELLING.—To write from dictation with correctness any passage selected from the Third Book of Lessons.

GRAMMAR.—To know the parts of Speech, and to possess such an elementary knowledge of Syntax as to be able to parse short and easy sentences in prose.

GEOGRAPHY.—To be able to define the technical terms of Geography, and to know the general outlines of the map of the world, and the boundaries, counties, chief towns, rivers, &c., of Ireland.

ARITHMETIC.—To be able to repeat with accuracy or write out the several Arithmetical Tables, and to work with facility and accuracy easy questions in the elementary rules, fractions, simple proportion, and practice.

BOOK-KEEPING.—To be acquainted with the nature and use of a Cash Account.

GEOMETRY.—To know at least the First Book of Euclid.

AGRICULTURE.—The Text Books sanctioned by the Board.

PROGRAMME OF ENTRANCE EXAMINATION—No. II.

READING.—As in No. 1.

WRITING.—Ditto.

SPELLING.—To write from dictation with correctness any passage selected from the Fourth Book of Lessons.

GRAMMAR.—To have a fair knowledge of the text of Sullivan's Grammar, and to be able to parse easy sentences in prose from the Fourth Book of Lessons.

GEOGRAPHY.—As in No. 1, with the general geography of Europe.

ARITHMETIC.—Reduction, Decimals, Fractions, Simple Proportion, and Practice.

BOOK-KEEPING.—To be acquainted with sets I. to IV., in the Board's Book-keeping.

GEOMETRY.—As in No. 1.

AGRICULTURE.—As in No. 1.

GENERAL TIME TABLE.

At 5 o'clock A.M., from the 1st April to the 1st October, and at 6 o'clock A.M., from the 1st of October to the 1st April, pupils rise.

H. M.	H. M.	
From 5 0	to 5 30 A.M.	during Summer half-year, and from 6 to 6 30 during the Winter half-year, pupils dress and say prayers.
„ 5 30	to 6 0	in Summer, and from 6 30 to 7 0 in Winter, pupils attend stock, &c.
„ 6 0	to 8 0	in Summer, and from 7 0 to 8 0 in Winter, pupils study under the supervision of Literary Teacher.
„ 8 0	to 9 0	attend Lecture, or study under Literary Teacher.
„ 9 0	to 9 30	breakfast.
„ 9 30	to 1 30 P.M.	all the pupils work on the farm.
„ 1 30	to 2 30	dinner and recreation.

GENERAL TIME TABLE—*continued.*

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From 2 30 to 7 0	one-half the class is under instruction, viz. :—From 2 30 to 3 30 with Lecturer on Agriculture; from 3 30 to 7 0 with Literary Teacher; the other half class works on the farm and attends live stock, &c.	Appendices to Agricultural Report.
„ 7 0 to 7 30	recreation for the indoor half-class, and the other half-class (that worked out doors) prepares for study.	Prospectus of the Albert Institution, Glasnevin.
„ 7 30 to 8 30	study under the supervision of the Literary Teacher, who calls roll at 7 30.	
„ 8 30 to 9 0	supper.	
„ 9 0 to 9 30	attend stock, &c.	
„ 9 30 to 10 15	retire to dormitories and say prayers.	
At 10 15	lights are extinguished in dormitories.	

No. 5.—PROSPECTUS of the MODEL NATIONAL AGRICULTURAL SCHOOLS.

Prospectus of First Class School Farms.

1. The object of these Institutions is, besides affording Agricultural Instruction to the more advanced pupils attending the Literary Schools, and setting an example of skilful cultivation to the farmers in their neighbourhood, to educate and train a class of young men destined for agricultural pursuits, as Farmers, Agricultural Teachers, Agriculturists, and Land Stewards. With this view accommodation has been provided at each for a certain number of resident Agricultural Pupils, or “Boarders,” of whom there are two classes, *paying* and *free* pupils.

2. The free places are obtained by competitive examination in the subjoined Programme. At each of the Minor Model Agricultural Schools there is only one *free* place; but at the Kilkenny, Limerick, Munster, and Ulster establishments there are *two* free places in each. In the Limerick establishment there are six additional free pupils, nominated and paid for (out of the rent of the farm) by the Trustees: these pupils have to pass a *qualifying* examination.

3. In order to place the opportunity of receiving such useful and valuable instruction within the reach of the humble class for whom it is chiefly designed, the Commissioners have fixed the amount to be charged to each paying pupil at the following low rate:—

For the District Model Agricultural Schools, and which are marked with an asterisk in the subjoined list,	£8 per annum.
For the Minor Model Agricultural Schools,	£6 „

Payable quarterly in advance, as directed in the summons; the Commissioners themselves contributing a sum, which, along with the above charge, is adequate to maintain those boarders according to a plain but substantial scale—(see the annexed “Dietary Table.”)

4. Candidates for admission to the paying class must pass a *qualifying* examination in the subject of the Programme before one of the District Inspectors of National Schools.

5. The persons selected to fill these Agricultural Scholarships must be not less than FIFTEEN years of age, of good moral character, sound physical constitution, and fair literary acquirements.

6. They are dieted, lodged, and have their washing done in the establishment; and receive literary instruction from the Schoolmaster, and a course of lessons on the Theory and Practice of Agriculture from the Agriculturist, besides practical instruction on the Model Farm, in all the operations of which they are required to assist.

7. The course of instruction comprises:—

a. In the Literary Department—Reading; Writing; Grammar, including English Composition; Geography; History; and Arithmetic, Book-keeping, the Elements of Geometry, and Algebra, especially in their relation to Agriculture.

b. In the Agricultural Department—The elements of Agricultural Chemistry and of Animal and Vegetable Physiology; Drainage; tillage by manual and horse labour, with the description and use of the different implements necessary;

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rotation of crops; preparation of the soil for, time and mode of sowing, after-culture, harvesting and economizing the different crops cultivated; the best modes of collecting and preserving manures, with the nature and utility of stimulants and special manures, the crops to which they should be applied, at what time, and in what quantity; the breeding, rearing, house-feeding, and general management of the different kinds of live stock; and the mode of keeping farm accounts, &c., &c.

8. While inmates of any of these Establishments, pupils are required to conform to its rules, and are constantly under the charge of a vigilant and intelligent Superintendent, who strictly enforces order and discipline, and enjoins the observance of all moral and religious duties.

9. When the course of study in these Establishments is completed, those who have distinguished themselves by their good conduct and proficiency will be permitted to compete for admission to the principal Establishment at Glasnevin, where all are free pupils.

10. The examination for admission to Glasnevin is so framed as to increase the chance of success of boys who, during their stay at the Local Agricultural Schools, have applied themselves diligently to their studies.*

11. TIME TABLE FOR AGRICULTURAL BOARDERS.

	H.	M.	H.	M.	
At	5	0	A.M.		Rise.
From	5	0	to 5	45	Dress and Devotional Exercises.
"	5	45	to 6	30	Feed and Clean Stock, Clean Yard, &c.
"	6	30	to 7	0	Wash and prepare for Study.
"	7	0	to 8	45	{ Study Agricultural subjects, and attend the Lecture or Examination of the Agriculturist.
"	8	45	to 9	0	Prepare for Breakfast.
"	9	0	to 9	30	Breakfast.
"	9	30	to 2	0	P.M. Feed Stock and Work on the Farm.
"	2	0	to 3	0	Dinner.
"	3	0	to 6	0	Feed Stock and Work on the Farm.
"	6	0	to 6	30	Prepare for Study.
"	6	30	to 8	0	{ Study Literary subjects under the superintendence of the Literary Teacher.
"	8	0	to 8	30	Supper.
"	8	30	to 9	15	Feed Stock and arrange every thing for the night.
"	9	15	to 9	45	Devotional Exercises and retire to Bed.
At	9	45	.	.	Extinguish Lights in Dormitory.

The above is designed for the *Summer* half-year; during the *Winter* months the hours for rising, meals, labour, and instruction, must be regulated according to the season.

This table may be altered at busy seasons of the year.

12.—DIETARY FOR AGRICULTURAL BOARDERS.

Days.	Breakfast.	Dinner.	Supper.
SUNDAY, .	Bread, $\frac{3}{4}$ lb.; Butter, 1 oz.; Tea, 1 pint.	Bread, $\frac{3}{4}$ lb.; Beef, boiled or stewed, $\frac{3}{4}$ lb., and Vegetables.†	Oatmeal, $\frac{1}{2}$ lb. in Stir-about, and Skim-Milk, 1 pint.
MONDAY, .	Do., and Sweetmilk, 1 pint.	Do. and Bacon, $\frac{3}{4}$ lb., boiled with Vegetables.	Do.
TUESDAY, .	Do. do.	Do. Butter, 1 oz.; Eggs, 2.	Do.
WEDNESDAY,	Do. do.	Do., 8 ozs. Beef, $\frac{1}{2}$ pint Soup, and Vegetables.	Do.
THURSDAY, .	Do. do.	Do. Bacon, $\frac{1}{4}$ lb., and 2 Eggs, fried.	Do.
FRIDAY, .	Do. Butter, 1 oz., and Coffee, 1 pint.	Do., Fish, 1 lb., or Milk, 1 pint, and Butter, 1 oz.	Do.
SATURDAY, .	Do. Sweetmilk, 1 pint.	Same as on Wednesday.	Do.

Where the pupils pay £8 a-year, a somewhat higher scale than the above is used.

* See "Prospectus of the Albert National Agricultural Training Institution."

† Potatoes, when available, occasionally substituted for the Bread at Dinner.

13.—PROGRAMME OF EXAMINATION FOR CANDIDATES FOR ADMISSION TO THE MODEL NATIONAL AGRICULTURAL SCHOOLS. *Appendix F.*

To know Notation and Numeration well, and to repeat all the more useful Arithmetical Tables. *Appendices to Agricultural Report.*

To work readily Questions in the Simple and Compound Rules of Arithmetic.

To distinguish readily and with certainty, in any easy sentence selected from the daily lessons, all the parts of Speech.

To know the Maps of the World and Europe.

To write on Paper a fair hand.

To know and to be able to write down the Characters or Marks used in Punctuation. *Prospectus of First Class School Farms.*

To write down correctly easy sentences from Dictation.

To write out from memory the Time and Money Tables.

To Read and Spell correctly the Words of an easy Lesson, and to explain the Meaning.

14.—The following is a list of the MODEL AGRICULTURAL SCHOOLS under the exclusive Management of the Commissioners :—

In Schools marked thus (*), the annual charge for paying pupils is £8; in the others, £6. *Vide paragraph 3.*

School.	County.	School.	County.
*Athy, . . .	Kildare.	*Kilkenny, . . .	Kilkenny.
*Bailieboro', . . .	Cavan.	Woodstock, . . .	Kilkenny.
Ballymoney, . . .	Antrim.	Kyle Park, . . .	Tipperary.
Bath, . . .	Monaghan.	Leitrim, . . .	Leitrim.
Derrycastle, . . .	Tipperary.	*Limerick, . . .	Limerick.
*Dunmanway, . . .	Cork.	Mount Trenchard, . . .	Limerick.
Farrahy, . . .	Cork.	*Munster (Cork), . . .	Cork.
Glandore, . . .	Cork.	Temple Douglas, . . .	Donegal.
Gormanstown, . . .	Tipperary.	*Ulster (Belfast), . . .	Antrim.

15. There is a number of Model Agricultural Schools throughout the country under the management of local patrons; and the Commissioners contribute a sum, dependent on local circumstances, towards the maintenance of a limited number of resident Agricultural pupils in some of these schools. The following are the names, &c., of those in existence at present :—

School.	County.	Post Town.
Ballinakill, . . .	Galway, . . .	Loughrea.
Ballycarry, . . .	Antrim, . . .	Ballycarry.
Cahersherkin, . . .	Clare, . . .	Ennistymon.
Clonkeen Keryl, . . .	Galway, . . .	Meulough, Mount Bellew.
Cornagilta, . . .	Monaghan, . . .	Monaghan.
Cross, . . .	Mayo, . . .	Cong.
Dromiskin, . . .	Louth, . . .	Castlebellingham.
Feakle, . . .	Clare, . . .	Feakle.
Glengarra, . . .	Waterford, . . .	Lismore.
Glanduff, . . .	Roscommon, . . .	Athlone.
Garryhill, . . .	Carlow, . . .	Bagnalstown.
Larne, . . .	Antrim, . . .	Larne.
Loughash, . . .	Tyrone, . . .	Dunamanagh.
Piltown, . . .	Kilkenny, . . .	Piltown.
Sallybank, . . .	Clare, . . .	Broadford.
Templemoyle (now Eglington), . . .	Londonderry, . . .	Eglinton.
Woodpole, . . .	Meath, . . .	Kells.

Appendix G.

Questions
proposed at
the Exami-
nations.

Male
Teachers.

APPENDIX G.

QUESTIONS (for answer in writing) proposed at District Examinations for the year 1862.

No. 1.—MALE TEACHERS.

A.

Grammar.

"Yet do I fear thy nature;
It is too full of the milk of human kindness
To catch the nearest way. Thou *wouldst be great*;
Art not without ambition; but without
The illness *should attend* it. What thou *wouldst* highly,
That wouldst thou holily; wouldst not play *false*,
And yet wouldst wrongly win."

1. Parse the words in *italics*, explain the nature of the argument in the whole passage, and name the figure of speech in the second line.

2. Under what three general heads does Dr. Sullivan arrange the principal changes that the Anglo-Saxon language underwent, in its transition to the English of the present day?

3. Furnish some specimens of Early, of Middle, and of Modern English; naming the authors of your quotations.

4. Name the classes, or different sorts of terms, with some examples, that our language has derived from the Latin, Greek, French, and Italian languages.

5. Say how far strictly terms called "synonymous" are equivalent in meaning; and exemplify your answer by a few examples.

Geography.—1. Between what thermometrical limits does the temperature of sea-water range? and explain why it is that the temperature of the ocean is much less changeable than that of the dry land.

2. Calculate the mean hourly velocity of the earth in its orbit, and state fully the nature of the observation by which it has been ascertained that the plane of this orbit is inclined $23\frac{1}{2}^{\circ}$ to the plane of the equator.

3. In North and South America, without the tropics, the western slopes of the mountain chains are thickly wooded, and the eastern slopes, with the country beyond them, are dry and bare of trees, but the reverse of all this occurs in the tropical regions of those continents. How do naturalists account for this apparent anomaly?

4. Enumerate the principal tributaries of the Maranon, and describe the character, climate and extent of the regions drained by them.

5. Describe European Tartary, its trade, principal towns, and rivers, and the several races by which it is inhabited.

Lesson Books.—1. Describe the position of Damascus, and state why it is supposed that it was founded by Shem.

2. How is it proved that the northern parts of the earth must have had, at one time, a tropical climate? State the theory proposed by Lyell to account for this, with the grounds upon which it is founded.

3. Explain fully the following expressions, "Halcyon seas," "Halcyon days."

4. What are the external characteristics of the order Cetacea? Name at least five of the *animals* included under it, and give a short account of any one of them.

5. To each of the following lines append the three that succeed, and give the names of the authors:—

"Ye build—ye build; but ye enter not in."
"Time lodged in their own hands is Folly's vails."
"Sweet was the sound, when oft, at evening's close."
'Mercy to him that shows it is the rule.'

History.—1. Describe briefly the character of Alcibiades, and mention some of the most important events in his life. Appendix G.

2. How long and by what means did Hannibal maintain himself in Italy? Mention four pitched battles in which he defeated the Romans. Questions proposed at the Examinations.

3. At what period did the Persian empire attain its greatest power and extent? Name the countries then under the dominion of its kings.

4. By what race was France originally peopled, when did it cease to form a part of the Roman empire? Name its first king and describe his character. Male Teachers.

Money Matters.—1. What relation is there between *rent* and the *price of agricultural produce*?

(a.) Would the abolition of *rent* necessarily tend to the lowering of the price of agricultural produce?

(b.) Would it benefit consumers generally, or even farm labourers, or any class whatever besides the farmers themselves?

(c.) By what would the gain to the farmers be counterbalanced?

2. Show in what way capital is likely to be advantageously applied in the prospect of a scarcity of food.

3. Show that combinations and strikes injure not only those connected with them but the whole country.

Art of Reasoning.—1. What class of conclusions are susceptible of proof in the *first figure* only; and why?

2. Under what circumstances may *contrary* propositions be both false? Give examples in significant terms.

3. Furnish an original argument to exemplify each of the following fallacies:—(a) Illicit Process; (b) Irrelevant Conclusion; (c) Begging the Question.

4. Give examples of arguments:—(a) From “Sign;” (b) A priori; (c) By “Example” or “Instance.”

Arithmetic.—1. Find, by the shortest method, the quotient to five places, of $0.57361 \div 1.06574$, and the product of 531.273×32.1 to one place; and give in each case the rule for the operation.

2. Describe the Chain Rule, and work by it the following question:—If the exchange between London and Amsterdam be 33s. 9d. per pound, sterling, and the exchange between London and Paris be 32d. per crown; required the par of arbitration between Amsterdam and Paris.

3. Given the first term of a series of continual proportionals, 6; the ratio, 4; and the number of terms, 8: find the sum, and prove the rule by which it is found.

4. A and B enter into partnership for two years, A contributes £1,000 and B £1,600. After a lapse of nine months they admit C, with a capital of £2,000. When the books are balanced, a profit of £1,201 is to be divided: calculate each man's share.

5. Define what is meant by the logarithms of a magnitude, and show how “a table of logarithms” is formed.

Algebra.—1. Extract the square root of—

$$a^{\frac{1}{2}} - 2a^{\frac{1}{4}} + 3a^{\frac{1}{8}} - 2a^{\frac{1}{16}} + 1.$$

2. What two numbers are those whose difference is 5, and their sum multiplied by the greater is 228.

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nations.

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3. Find the time between two and three o'clock at which the hour and minute hands of a clock are exactly opposite each other.
4. It is required to find two numbers, such that their product shall be equal to the difference of their squares, and the sum of their squares equal to the difference of their cubes.

5. Given $\frac{x^4}{y^2} + \frac{2x^2}{y} = 9\frac{39}{49}$, and $x^2 + y^2 = 65$, to find the value of x .

Geometry and Mensuration.—1. In a trapezium ABCD the opposite sides, AB ($=a$) and CD ($=b$) are given, and also the four angles at A, B, C, and D; prove that—

$$S \text{ (Surface)} = \frac{a^2 \sin A \sin B - b^2 \sin C \sin D}{2 \sin (A+B)}.$$

2. If a circular arc be divided into two equal parts, and also into two unequal parts, the rectangle of the chords of the unequal arcs, together with the square of the chord of the arc between the points of section, is equal to the square of the chord of half the arc.

3. In any triangle the square of a side subtending an acute angle is less than the squares of the other sides by twice the rectangle contained by either of those sides, and the straight line intercepted between the acute angle and the perpendicular drawn to that side from the opposite angle.

4. The rectilineal figure described upon the hypotenuse of a right-angled triangle is equal to the sum of the similar and similarly described figures upon its other sides.

5. Determine the area of a circle inscribed in a triangle whose sides are 14, 16, and 20 feet.

Natural Philosophy.—1. State at length the usual formula, as given in the Board's treatise, for ascertaining the horse-power of a steam engine.

2. The caloric sufficient to melt a given quantity of ice would raise the same quantity of water at 32° through how many degrees? and the caloric required to change water at 212° into steam of the same temperature is how many degrees? Describe the experiments by which these results have been ascertained.

3. Describe the self-registering thermometer as given in the Board's treatise.

4. By what experiments has it been proved that our air contains nitrogen, and in the proportions stated by chemists?

5. The number of strokes to be made by a steam engine is 27, the diameter of the cylinder is 37 inches, the length of the stroke 76 inches, and the horse-power 100. What must be the pressure per square inch?

Book-keeping.—1. Mention the chief peculiarity of accounts of goods received to be sold on commission, stating what is entered on the debtor, and what on the creditor side of the accounts of such goods.

2. State what accounts are closed To profit and loss for gain, and what By profit and loss for gain, and assign a reason for this apparent discrepancy.

3. Explain fully why it is that when a merchant closes his books, he must find the same amount entered both in the debtor and creditor side of his stock account.

4. State the journal entries in the following cases :—(1) Goods sent to sea for my own account which were bought on credit; (2) Goods sent to sea for my factor's account which were bought for cash.

B.

Grammar.

"But thou *canst hear*—and love
May richly on a human tongue *be poured*,
 And the slight *cadence* of a whispered word
 A daughter's love *may prove*.
 And while I speak thou *knowest* if I smile,
 Albeit thou dost not see my face *the while*."

Appendix G.

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1. Parse fully the words in italics.
2. To mark accurately the distinction of time, the tense consists of six variations. Name each, with examples, in the second person singular, employing the verb "drink."
3. Explain and illustrate by examples what is meant by "complex sentences," "contracted sentences," and "co-ordinate sentences."
4. Give all the derivatives you can from the following roots :—*Dorsum*, *macula*, *panis*, *peptos*, and *tome*.
5. Write out two synonyms for each of the following words :—*Fretful*, *revile*, *surround*, and *transfigure*.

Geography.—1. Enumerate three important benefits which accrue to man through the operation of the great oceanic currents.

2. What are the chief points of difference between an insular and a continental climate? Illustrate your answer by references to the climates of Ireland and Eastern Russia.

3. Name the three principal table-lands of Asia, and give the boundaries of any one of them.

4. Explain the theory of the trade winds; and state why they are more constant and regular in the Pacific than in the Atlantic, and in the Atlantic than in the Indian Ocean.

5. Give the boundaries of the great American desert, mention its average breadth, and describe that portion of it which is traversed by the La Plata river.

Lesson Books.—1. Describe the reign of Ahaz; refer fully to the enemies with whom he had to contend, the alliance which he formed, and the claims made upon him in consequence.

2. State what exercise is recommended in the preface to the Fourth Book of Lessons, with the view of accustoming young persons to habits of combination and analysis; and show the advantages.

3. What are the various modes by which the seeds of plants are preserved after being matured?

4. State what poet gives currency to a popular error as to the mode in which the Raptures seize their prey, and give the quotation.

5. Explain fully how a piece of deep red bog should be thoroughly drained; and specify the difficulties that are likely to be experienced.

History.—1. Give a brief sketch of the life of Trajan; relate the circumstances of his death; and mention in what respect the character of his government differed from that of his successor, Adrian.

2. Mention some of the most important historical events of the twelfth century.

3. What was the ancient name of Russia, and from what people is its modern name derived? Detail the particulars of the rise and progress of Russian power in Europe.

4. Describe the origin and gradual increase of the national debt; state its present amount, and the proportion of the taxes required to pay the interest of the debt.

Appendix G. Money Matters.—1. Define the following :—*Money, coin, commerce, value.*

Questions proposed at the Examinations. 2. Enumerate the several items of a farmer's property that constitute his fixed capital, and those that constitute his circulating capital.

Male Teachers. 3. Of the three *constituents of value* enumerated in the Fourth Book, which, ordinarily speaking, is most influential in determining the value of a commodity?

Art of Reasoning.—1. In the *second figure* we can draw only the conclusions E and O; why?

2. Name the two "canons," and the six rules resulting from them.

3. "For though we cannot '*generalize*' without '*abstracting*,' we may perform abstraction without generalization." Show that this proposition is true.

4. Give an example to prove that the mention of a single word in a command or message may suggest a whole proposition.

Arithmetic.—1. If 6 men can reap 15 acres in 3 days of 14 hours each, and 10 boys can reap $10\frac{1}{2}$ acres in 5 days of 9 hours each, find the ratio of the work of a man to that of a boy; and determine what number of acres 4 men and 7 boys together can reap in a day.

2. Given A's stock = £240; B's = £210; the whole gain = £120, and C's share of it = £30: required A's and B's gains, and C's stock.

3. Divide $23\cdot6$ by $\cdot037538$, so that the quotient may contain four places of decimals.

4. If a person on a journey travel the first day 30 miles, and each succeeding day a quarter of a mile less than he did the day before, how far will he travel in 30 days?

5. What is the seventh power of $\cdot1$? Explain why it can be written at once, without going through the multiplications.

Algebra.—1. Multiply $x^2+2ax+a^2$ by $x^2-2ax+a^2$, and divide $3x^6-37x^4+35x^3+7x^2+2$ by x^3+3x^2-4x-2 .

2. Reduce to its simplest form $a-x-(2x-a)-(2-2a)+(3-2x)-(1-x)$; and give the rule for removing the brackets.

3. Find the greatest common measure for $2x^3+10x^2+14x+b$ and $x^3+x^2+7x+39$.

4. Divide $\frac{ax^2+ab^2}{x^2+ax}$ by $\frac{a^2x+a^3}{x^3-b^2x}$

5. Given $\frac{a}{1+x} + \frac{a}{1-x} = b$. Find the value of x .

Natural Philosophy.—1. Describe the cellular tissue of plants, its structure, and functions. Name some plants included in the class called *Cellulars*.

2. State the latent caloric of water, and of the steam of water.

3. Describe the heart, and the circulation in the Reptilia, and state the reason why they may, with propriety, be called *cold-blooded*.

4. State the difference between stratified and unstratified rocks, and explain how the former are classified, and their character determined.

5. Give examples in illustration of the extreme divisibility of matter.

Geometry and Mensuration.—1. The side of an equilateral triangle = a , and its area = A ; show that $A = \frac{1}{4} a^2 \sqrt{3}$.

2. The area of a sector is required, whose radius is 260 feet and the degrees of the arc $74^\circ 15'$; also the area of a segment of a circle, whose chord is 16 feet, and the radius of the circle 10 feet.

3. Prove the ninth proposition of Book II., setting forth each distinct step of the proof in order. *Appendix G.*

4. The diagonals of a trapezium are respectively 850 and 1,000, and the angle of intersection $65^{\circ} 21'$ (the Nat. S. of which is .9093); find the area. *Questions proposed at the Examinations.*

5. A cube and a globe are each 1,000 square feet in surface; required the side of the former and the diameter of the latter. *Male Teachers.*

Book-keeping.—1. A broker has goods to be sold on commission, which were warehoused, and upon which he has paid all charges; he completes the transaction, and remits the amount to his employer, partly in bills, and partly in cash: state fully how this account should be closed in the broker's books.

2. State the various circumstances under which an account in the ledger may be found self-balanced, and mention in which class of accounts this is most likely to happen.

3. State the different accounts to which *wages* may be charged, assigning a reason for the different modes of entering this item.

4. When a merchant has closed his books, in what accounts, and under what entries, does he find the amount of his net estate?

C.

Grammar.—1. Parse the following:—*By this test people can tell whether the fruit of a plant which they had never before seen, will be poisonous or wholesome.*

2. Show that it is the auxiliary, and not the principal, verb that undergoes inflexion in a compound tense, in order to agree with the subject.

3. Mention at least three ways of forming adverbs.

4. Name the words liable to be misused by ignorant or careless persons for the following, giving the meanings of all: *breadth, cease, glutinous, juggler, populous, and treatise.*

5. Arrange all the parts of speech, except the interjection, under four heads, and explain on what ground the interjection is excluded.

Geography.—1. At what time does the circle of illumination bisect all parallels of latitude?—What is the consequence?

2. Describe the positions of those extensive regions which fall respectively under the designations of Tartary, Mongolia, and Mantchooria.

3. Give the boundaries of the Pacific Ocean, and mention three of its most important island groups.

4. Name the four great divisions of Eastern Africa.

5. In what countries are the following places situated?—*Benares, Corunna, Granada, Lucerne, Monte Video, and Trebizond.*

Lesson Books.—1. State the favour which was conferred by Joshua upon his companion, Caleb, at the time of the settlement in the Holy Land, and mention upon what condition this was sought.

2. Write out at least two stanzas of the metrical version of the fable entitled "The Dog in the Manger," and give the moral.

3. State and illustrate in regular order the several moral lessons that may be drawn from the story in Sequel No. 1, entitled "The Basket of Eggs."

4. Describe how the fruit of the date tree is procured, and state what portion of this furnishes food for the camels.

5. Compare the value of the crops raised from a kitchen garden with

Appendix G. what would be raised from the same extent of ground in corn, and assign a reason for the difference.

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nations.

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Money Matters.—1. Upon what does the rate of wages depend? Show that it does not rise or fall with the price of provisions.

2. What are the fables introduced into the Lessons on Money Matters? What are they intended to illustrate?

3. Show by examples in history the evils arising from insecurity of property.

Arithmetic.—1. Divide £87 17s. 9½d. by 72, employing factors, and show how the true remainder is obtained. (Prove the accuracy of the work by multiplication.)

2. Calculate the rent of 33 acres, 3 roods, and 17 perches, *statute* measure, at the rate of £1 7s. 6d. the *Irish* acre.

3. Reduce $\frac{1}{2}$ of $(6\frac{1}{2} + 2\frac{2}{3} - 3)$, and $(\frac{1}{2} + \frac{1}{3} + \frac{1}{4}) \times (\frac{1}{5} \text{ of } \frac{2}{7})$ to their simplest forms.

4. Reduce 2·15 lbs. to the decimal of a cwt., and 24 yards to the decimal of an English mile.

5. A merchant by selling cloth at 11s. 6d. per yard, loses 7 per cent.; what was the prime cost?

Mensuration.—1. Describe the usual method of surveying a field of an irregular form by the chain only.

2. If a rectangular plank be 15 inches broad, what length of it will make 15 square feet?

3. Suppose the two perpendiculars of a trapezium be 407, and the diagonal 540, what is the side of a square equal in area to the trapezium?

4. What is the area of a sector, whose radius is 200 feet, and whose arc contains 72°?

Book-keeping.—1. What is the meaning of the term “Sundries,” as used in book-keeping?

2. Whence arises the necessity for closing an account by a *double balance*? State what accounts are thus closed.

3. Explain how transactions are traced from the journal to the ledger, and how from the ledger to the journal.

Female
Teachers.

No. 2.—FEMALE TEACHERS.

A¹.

Grammar.—1. Parse the first line in the following passage, and give the force or meaning of the words in *Italics* :—

“For is there aught in sleep can charm the wise?
To lie in dead *oblivion*, losing *half*
The fleeting moments of too short a life;
Total extinction of the *enlightened* soul.”

2. How may a common or general term be made to represent an individual person or thing?

3. Write out three rules for the use of the semicolon.

4. Give the derivation of each of the following words :—*archetype*, *attempt*, *Cumberland*, and *Dublin*.

5. Write out two synonyms for each of the following words :—*carnage*, *curious*, *fervour*, and *revile*.

Geography.—1. Explain why, at equal distances from the Equator, the snow line is lower in the Southern than in the Northern Hemisphere.

2. Describe the position, extent, and vegetation of the *pampas* of South America. *Appendix G.*

3. Mention the *six* principal points that mark and define the form and extent of the Asiatic Continent. *Questions proposed at the Examinations.*

4. Give the length and breadth of the great desert of Gobi ; and explain why it is not subject to the scorching heats of the *saharas* of Africa and Arabia. *Female Teachers.*

5. From what sources is the wealth of Sweden principally derived ? What proportion of the soil is capable of cultivation ?

Lesson-Books.—Write out the heads of a gallery lesson for an advanced class on *Salt and its uses*.

2. What classification of plants is made, which depends upon the duration of their roots ? Give an example of some plant belonging to each class.

3. *Carthage*—When and by whom founded ? What circumstance in its early history proves a rivalry with Rome ?

4. Enumerate the illustrations introduced in the lesson on “ Division of Labour,” showing that operations on a *large* scale can be effected with as much ease as operations of the same kind on a *small* scale.

5. Write out a few stanzas of any piece of poetry with reference to the coral ; and state the author.

Arithmetic.—1. Give Thompson’s rule for finding the interest for days at 5 per cent. per annum ; and make up by it the interest of £647 10s. 6d., from the 9th March to the 11th June.

2. How much tea at 4s. 9d. per lb., must be given for 28 lbs. of sugar at 9½d. per lb., so as to gain 5 per cent. by the exchange ?

3. If 6 men can reap 15 acres in 3 days of 14 hours each, and 10 boys can reap 10½ acres in 5 days of 9 hours each ; find the ratio of the work of a man to that of a boy, and determine what number of acres 4 men and 7 boys together can reap in a day.

4. Divide £300 between four persons, so that the first may receive as much as the second, the third as much as the first and second, and the fourth as much as the first, second, and third together.

5. Required the exact value of .75 of 6s. 8d.—1.84373 of 4s. + 3.9796 of 2s.

A².

Grammar.—1. Parse the first line in the following stanza, and give the force or meaning of the words in *Italics* :—

“ Count not the days that have idly flown ;
The years that were *vainly* spent ;
Nor speak of the hours thou must *blush* to own
When thy spirit stands before the throne,
To account for the *talents lent*.”

2. Mention the three circumstances under which participles may be regarded as adjectives.

3. Write out the names of the principal figures of orthography, giving an example of each.

4. Give the derivation of each of the following words :—*antidote*, *por-tray*, *Anglesea*, and *Athenry*.

5. Give two synonyms for each of the following words :—*penetration*, *plunder*, *violent*, and *warn*.

Geography.—1. What causes, exclusive of latitude, contribute to render the climate of the northern regions of Asia and North America excessively cold ?

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nations.

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2. Enumerate the chief benefits which result from the reflecting and refracting powers of the atmosphere.

3. In what respects do the continents of North and South America resemble each other in their physical features; and in what respects do they present striking points of contrast?

4. Mention three Turkish provinces which, strictly speaking, are tributary states, and are connected with the Turkish Empire by a very slender tie.

5. Describe the position of any two of the following places:—*Alessandria, Constantina, Kurachee, Nashville, and Mons.*

Lesson Books.—1. Write out the heads of a lesson for an advanced class descriptive of the “Lantern-fly.”

2. What is wrong in the application of the term *radix bulbosa*? Give the reason for your answer.

3. State the several sorts of labour that were performed for Jobson by “Aquafluens.” What connexion has this with “Political Economy?”

4. Give a brief account of any two of the engagements between the Greeks and Persians; and state the period at which the contest was carried on.

5. Quote a few stanzas from any piece of poetry in the Lesson Books illustrative of the “Omnipresence of God.”

Arithmetic.—1. (a). Give Thomson’s rule for finding the interest for days at 5 per cent.

(b). Give the reason of the rule.

(c). Find by it the interest of £884 8s. 8d. from the 3rd March to the 28th October.

2. Divide £64 among A, B, and C, so that A may have three times as much as B, and C may have one-third of what A and B have together.

3. Bought 236 yards of cambric at 7s. 10d. per yard, and sold one-fifth at 10s. 3d. per yard, one-third at 8s. 6d. per yard, and the remainder at 7s. per yard; what was the loss or gain per cent?

4. A bankrupt pays $3\frac{1}{2}$ d. in the pound, and the total of his payments amounts to £154; what was his debt?

5. Reduce $\cdot 6$ of a pound + $\cdot 6$ of 5s. 3d. + $3\cdot 75$ of a crown to the decimal of 16s.

A³.

Grammar.—1. Parse the words in the *third* line, and give the force or meaning of the words in *italics*:—

“Life’s *waning* hours, like the *sibyl*’s page,

As they lessen, *in value* rise.

Oh! rouse thee and live, nor deem man’s age

Stands in the length of his pilgrimage,

But in days that are truly wise.”

2. “The meaning of a word is either primary or secondary;” explain, with examples.

3. Write out the names of three figures of syntax, with examples.

4. Give the derivation of each of the following words:—*druid, intricate, Shropshire, and Dublin.*

5. Give two synonyms for each of the following words:—*timely, wayward, turgid, and vacillate.*

Geography.—1. Why is it that in the Equatorial regions of the globe the duration of twilight is always very short, while in the Polar regions it lasts for some months?

2. It is ascertained that some of the peaks of Mount Atlas chain are covered with perpetual snow; what must be their *minimum* height, taking into consideration their close proximity to the Tropic of Cancer?

3. What proportions of the surface of Europe consist of plains, or regions very slightly elevated, and of mountainous or hilly districts?

4. Give a brief outline of the great natural features of Van Diemen's Land; and mention its chief mineral and vegetable productions.

5. Describe fully the positions of the following places:—*Kherson, Tiflis, Carthage, Stettin, and Xeres.*

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nations.

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Lesson Books.—1. Write out the heads of a lesson for an advanced class on *Coral*.

2. State the mode of growth and peculiarity of the seed in endogenous plants. Give examples of plants of this class, both in tropical and temperate climates.

3. *Cyaxares—Cyrus—Darius Hystaspes*—It is required to give a short account of any one of these monarchs.

4. State the principal and most obvious advantage arising from *Division of Labour*. Illustrate your answer by examples.

5. Write out a few stanzas of any piece of poetry, where the principal reference is to "A Mother;" and give the author.

Arithmetic.—1. (a). Give Thomson's rule for finding the interest for months at 6 per cent.

(b). What is the present worth of £1,070 18s. 4d. due at the end of 13 months at $5\frac{1}{4}$ d. per cent.?

2. By selling tea at 5s. 9d. per pound, a grocer clears one-twelfth of his outlay; he then raises the price to 6s.; what does he clear per cent. on his outlay at the latter price?

3. If 5 men or 7 women can perform a piece of work in 35 days, in what time can 7 men and 5 women do the same?

4. If a person purchases pins when they are 18 in a row, and sells them 11 in a row, how much is his gain per cent. on his outlay?

5. Reduce $2\frac{5}{8}$ and $\frac{4}{11}$ to decimals, 2.95 and 205 to vulgar fractions, and £19 17s. 2½d. to the decimal of £5.

A⁴.

Grammar.

"Weave, brothers, weave; swiftly throw
The shuttle athwart the loom;
And show us how brightly your flowers grow,
That have beauty, but no perfume."

1. Parse the third line and explain the words in *italics*.

2. Correct the following sentence, quoting the rule of syntax that applies: "I thought to have written last week."

3. Write out three rules for the use of the colon.

4. Give the derivation of each of the following words:—*hierarchy, waddle, Brunswick, and Kilmore.*

5. Give two synonyms for each of the following words:—*records, anxiety, convivial, and forerunner.*

Geography.—1. From what point do the winds, *between the Tropics*, on the Atlantic and Pacific Oceans constantly blow? How is so remarkable a phenomenon explained by naturalists?

2. Enumerate the causes which render the climate of the narrow portion of the Isthmus of Panama extremely unhealthy.

3. Name the three *largest* rivers in China; give their respective lengths, and describe the course they take before they join the ocean.

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nations.

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4. What are the most important foreign possessions of the French?
5. Describe fully the positions of the following places:—*Gratz, Ravenna, Rotheray, Thorn, and Yarkand.*

Lesson Books.—1. Write out the heads of a lesson for an advanced class on “mosses.” Refer to some piece of poetry on the subject.

2. State the mode of growth and peculiarity of the seed in exogenous plants, (1) of the wood; and (2) of the bark.

3. Under what pretence did Darius invade Scythia? State the result of the expedition.

4. Whether is it better for the community that a man should spend his income in employing people to build palaces and lay out ornamental gardens, or save such income? Give reasons for your answer.

5. Show that where children are properly governed, severity in punishing is altogether unnecessary.

Arithmetic.—1. (a). Give Thomson’s rule for finding the interest for months at 5 per cent.

(b). Explain the reason of it.

(c). Find the present value of £988 16s. 8d. due at the end of 11 months at $4\frac{1}{2}$ per cent.

2. A grocer had 150 lbs. of tea of which he sold 50 lbs. at 9d. per lb., and found he was thereby making $7\frac{1}{2}$ per cent.; at what rate must he sell the remainder so as to clear 10 per cent. upon the whole?

3. Divide £108 among A, B, and C, that A may have one-third more than B, and C one-fourth of what A and B have together.

4. If 27 men can do a piece of work in 14 days, working 10 hours a day, how many hours a day must 24 boys work in order to complete the same in 45 days—the work of a boy being half that of a man?

5. If a pound of sugar cost $\cdot 0703125$ of 16s.; what is the value of $\cdot 0625$ of a cwt.?

B¹.

Grammar.—1. Parse the words in *italics* in the following extract:—

“*Who*, most secure from future ills, would share
The joys of life, *must be content* to bear
Its many sorrows.”

2. In employing several nouns, some of which take *a* and some *an* before them, what is the rule for the use of *this* article?

3. What rule or consideration enables one to know when to employ the *imperfect*, and when the *present-perfect* tense?

4. The following words may belong to either of two parts of speech:—*as, either, and much.* Explain, with examples.

5. Give, at least, two words derived from each of the following roots, and say by what method of derivation your examples are formed: *salus, totus, laos, tasso.*

Geography.—1. How is it explained that the southern extremity of America is colder than the corresponding northern latitudes of Europe?

2. Describe the sources of the Rhine and Rhone, and state the respective lengths of those rivers.

3. What Belgian city ranks next to Antwerp in commerce and importance? In what province is it situated?

4. Mention the most mountainous provinces of Austria, and those which mainly consist of immense plains.

5. Give the area and population of Africa. What proportion of the former lies north of the Equator? Name the four principal points which mark and define the outline of that vast continent.

Lesson Books.—1. State the several wars in which the Children of Israel were engaged, from the death of Joshua till the time of Eli. *Appendix G.*

2. Who was Adrian? What was the character of his government? What remarkable works did he undertake?

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3. Describe *tin*, and state the several uses to which it is applied.

4. What is meant in Jewish history by the Sabbatical year; and how were the inconveniences which might naturally have attended its observance provided against?

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5. Complete the stanza in Montgomery's "Voyage Round the World," commencing—

"Mark the dens of caitiff Moors;"

and explain the whole passage.

Arithmetic.—1. Find the greatest common measure for 696 and 1,305, and the least common multiple for 7, 20, 18, 2, 14, 9.

2.—(a). How many yards of paper, 42 inches wide, will be required to cover a wall 18 feet 6 inches long and 12 feet 3 inches high?

(b). Make up the cost at $6\frac{1}{2}d.$ the square yard.

3. If 11 per cent. be lost by selling 128 yards of cloth at £98 18s. 8d., what was the prime cost per yard?

4.—(a). Find the value of £.043 by the shortest process, and explain the reason of the rule.

(b.) Reduce .04 of a pound to the decimal of a guinea.

5. Calculate the present value of £8,044 16s. 8d. due in seven months at $5\frac{1}{2}$ per cent.

B².

Grammar.

"Oh! as the griefs ye would assuage
That wait on life's declining year,
Secure a blessing for your age,
And work your Maker's business here."

1. Parse the words in *italics*.

2. Nouns adopted without alteration from foreign languages generally retain their original plurals; give at least four examples.

3. The following words may belong to either of two parts of speech:—*but, both, since, and yet*. Explain, with examples.

4. Show that the use of prepositions is necessary to intransitive but not to transitive verbs.

5. Give at least two words derived from each of the following roots, and say by what method of derivation your examples are formed:—*folium, iterum, niger, and sinus*.

Geography.—1. Explain how it happens that the sun, in the course of the year, is nearly eight days longer in the northern than in the southern hemisphere.

2. Give a brief sketch of the zoology of Australia, and show that it is to a considerable extent peculiar to itself.

3. What is the length of a degree of longitude in the latitude of Dublin, at the Equator, and at the Polar Circles?

4. Name and describe the most elevated African mountain range known to geographers.

5. Name the state and province in which any two of the following places are situated:—*Dantzic, Innspruck, Scutari, Mourzouk, and Richmond*.

Lesson Books.—1. Mention the several nations descended from Abraham that were settled in the neighbourhood of Palestine, and show how the descent is traced.

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2. State the names of the three emperors in succession after Augustus, and give a short account of the reign of any one of them.
3. Why is it necessary to have the payment of taxes compulsory?
4. Specify the several parts of the flower in their order, beginning at the outside, and state those that are always found on every plant.
5. Complete the stanza in Montgomery's "Voyage Round the World," commencing—

"Mammon's plague-ships throng the waves;"

and explain the entire passage.

Arithmetic.—1. Reduce $\frac{714285}{999999}$ to its simplest form, and divide .005 by .00007.

2. What will the painting of a room come to at 1s. $7\frac{1}{2}d.$ the square yard, whose height is 8 feet 4 inches, width 16 feet 3 inches, and its length 24 feet 9 inches?

3.—(a). Reduce 17s. $4d.$ to the decimal of a pound, and show the short method by which it can be done.

(b). Also $\frac{3}{4}$ oz. to the decimal of a lb. Troy weight.

4. If $7\frac{1}{2}$ per cent. be gained by selling 47 yards of cloth at £32 10s., what was the prime cost?

5. In what time will £308 15s. amount to £438 11s. $6d.$ at the rate of 6 per cent. per annum?

B³.

Grammar.

"And ye, whose locks of scanty gray
Foretel your latest travail near,
How swiftly fades your worthless day.
And stand ye yet so idle here!"

1. Parse the words in *italics*.

2. What is the general rule for the formation of the plurals of nouns, compounded of a noun and an adjective, or of two nouns connected by a preposition? Give examples.

3. The following words may belong to either of two parts of speech:—*for*, *however*, *more*, and *therefore*. Explain, with examples.

4. Write out the names of the three participles in English, with examples.

5. Give at least two words, derived from each of the following roots:—*finis*, *gustus*, *nocceo*, and *plango*, and say by what method of derivation your examples are formed.

Geography.—1. Show that there is but one satisfactory explanation of the vicissitudes of day and night.

2. Describe the country about Calais and that portion of France situated near the Belgian frontier.

3. On what rivers are the following cities built?—*Hamburg*, *Nantes*, *Cremona*, *Seville*, and *Riga*.

4. In what respects may the South of Europe be said to resemble Southern Asia in its physical features?

5. Describe the positions of any two of the following places:—*Port Dalrymple*, *Queenstown*, *Navarre*, *Vera Cruz*, and *Callao*. Give a brief sketch of the climate, soil, and productions of any two of the foregoing.

Lesson Books.—1. State briefly the origin, progress, and result of the siege of Jerusalem by Nebuchadnezzar.

2. By whom was the last crusade undertaken? State the effect of the connexion of warlike operations with Christianity in these wars. *Appendix G.*

3. Describe the bamboo. State the various uses to which it is applied in those countries where it is a native production. *Questions proposed at the Examinations.*

4. In what state of society is it necessary for every person to labour for his subsistence? State the disadvantages that result from this.

5. Complete the stanza in Montgomery's "Voyage Round the World," commencing— *Female Teachers.*

"Either India next is seen;"

and explain the entire passage.

Arithmetic.—1. Find a fraction which, when multiplied by $\frac{2}{3}$ of $\frac{4}{7}$ of $3\frac{1}{2}$, gives a result equal to $\frac{7}{8}$.

2. How many yards of carpet, 2 feet 6 inches wide, will cover a room 28 feet 6 inches long, and 20 feet 9 inches wide?

Calculate the cost of same at 4s. 9d. the square yard.

3. A piece of cloth containing 48 yards cost £3 8s., one-half of which is sold at 1s. 6d. per yard; at how much per yard must the remainder be sold to bring on the whole a gain of 6 per cent.?

4. Divide .0257 by .0041; and reduce £0.45 to the decimal of a crown.

5. At what rate per cent. will £480 16s. amount to £697 2s. 9d. in ten years?

B⁴.

Grammar.

"Will the shade go back on the dial plate?
Will the sun stand still on his way?
Both hasten on; and thy spirit's fate
Rests on the point of life's little date;
Then live while 'tis called to-day."

1. Parse the words in *italics*.

2. "Some nouns, from the nature of the things which they express, have no plural." Give four classes of nouns to exemplify this remark.

3. Write out the three cases in which the English verb has variations to express *number* and *person*.

4. The following words may belong to either of two parts of speech:—*only, no, save, and then*. Explain with examples.

5. Give at least two words derived from the following roots, and say by which method of derivation each example is formed:—*febris, gelu, pigum, and latus*.

Geography.—1. Explain why it is that the greatest quantity of rain falls over those parts of the earth which stand most in need of it.

2. In what way are hurricanes, tornadoes, and typhoons supposed to originate?

3. Describe briefly that portion of the river system of Africa extending from the Bight of Benin to the Cape of Good Hope.

4. Enumerate the most useful productions of Lombardy and the south of Piedmont. Describe the physical features of those countries.

5. Say where any two of the following places are situated:—*Berbice, Macao, Nicobar Isles, Raleigh, and Strasbourg*. Give a brief sketch of the soil, climate and productions of any one of them.

Lesson Books.—1. State the most remarkable circumstance in the reign of Josiah.

2. What circumstances originated the Crusades? State the time at which these wars were carried on, and the general effect produced by them.

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3. From what class of plants is sago obtained? What portion of the plants affords this substance?

4. If rents were altogether abolished, what effect would this have as regards the wealth of the community? State fully the reasons for your answer.

5. Complete the stanza in Montgomery's "Voyage Round the World," commencing—

"Jealous China—strange Japan;"

and explain the entire passage.

Arithmetic.—1. What fraction divided by $\frac{2}{3}$ of $\frac{1}{4}$ of $3\frac{1}{2}$ gives a result equal to $\frac{5}{12}$?

2. If 5 men and 4 boys perform a piece of work in 16 days of 12 hours each, in how many days of 10 hours each can 12 men perform twice as much work—the work of 5 men being equal to that of 9 boys?

3. (a.) Find the quotient of 1.68 by .024 and prove the result by vulgar fractions.

(b.) What is the value of .09 of £2 10s.?

4. What principal bearing interest at $4\frac{1}{2}$ per cent. will amount to £742 2s. 9d. in ten years?

5. A load of butter weighing 15 cwt. 3 qrs. is purchased at £5 10s. per cwt.; one-third is sold at a loss of 5 per cent.; at what rate must the remainder be sold to gain upon the whole 6 per cent.?

C.

Grammar.—1. Parse the following:—"We may observe that every kind of bird follows a particular plan in the construction of its nest."

2. Show by an example that the relative pronoun *which* has sometimes part of a sentence for its antecedent.

3. Give some words similar in pronunciation with the following, adding the meanings:—*high, maize, metre, plum* and *shears*.

4. Write out examples of the different forms a verb in the present tense may assume.

5. Name the indefinite pronouns. Strictly speaking, how should they be classed?

Geography.—In what way are the changes of the seasons explained? Illustrate your answer by a diagram.

2. Describe the soil, climate, and natural features of Continental Denmark.

3. Of what important group of islands is Santa Cruz the capital?

4. Enumerate the six principal rivers of Prussia. Which of them flow into the German Ocean?

5. Where are the following places situated?—*Memel, Leon, and Falkirk*.

Lesson Books.—1. Describe the appearance of the glaciers of Switzerland; and state how they are formed.

2. What is the ceremony observed among the North American Indians to indicate a desire for peace; and what for war?

3. What dying charge did Jacob leave with his sons? How was this observed?

4. What are the several quadrupeds treated of in the Natural History lessons in the Third Book? Give a short account of any one of them.

5. How is Spring represented in the lesson entitled "The Mask of Nature?"

Arithmetic.—1. (a). Define the terms, Notation, Numeration, Abstract, and Applicate, as applied to numbers. *Appendix G.*

(b). Divide three hundred and seventy four million, seven thousand and seven pounds, ten shillings and ten pence, by $11\frac{1}{2}$.

2. Find by practice the price of 3,004 articles at £1 7s. $8\frac{1}{2}d.$ each.

3. (a). Add together $\frac{2}{3}$ of a pound, $\frac{3}{4}$ of a crown, and $\frac{1}{5}$ of a guinea.

(b.) From $\frac{2}{3} + \frac{3}{4}$ subtract $\frac{8}{9} - \frac{5}{12}$.

4. How much tea at 5s. 6d. per lb. should be given for 3 qrs. and 12 lbs. of sugar at 7d. per lb.?

5. Make up the amount of the following articles in the form of a bill:—

11 $\frac{1}{2}$ yards at 5s. 9d. per yard.

17 lbs. of tea at 5s. 11d. per lb.

2 stones and 3 lbs. of sugar at 7d. per lb.

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nations.

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C².

Grammar.—1. Parse the following :—"Take a brute out of his instinct, and you will often find him deprived of understanding."

2. Write out an example of the infinitive mood used absolutely.

3. Show that the past participle of a transitive verb has an active or a passive signification, according to the auxiliaries prefixed to it.

4. Write out words similarly pronounced with the following, giving the meanings of each :—*lea, grizzly, mean, plate, and style.*

5. Give three classes of words which form exceptions to the rule that the plural is generally formed by adding *s*.

Geography.—1. Describe the surface, climate, and soil of Prussia.

2. Name four of the most important cities of Spain, *exclusive of Madrid*, and state which of them holds the first place in commerce, manufactures, and wealth.

3. Give a brief sketch of the Tyrol, its capital, and the customs and modes of life of the Tyrolese.

4. What counties of England are most distinguished for agriculture? Where are the mining and manufacturing districts situated?

5. Describe the position of any two of the following places :—*Ajaccio, Pampeluna, Dort, and Tornea.*

Lesson Books.—1. What language is spoken in Switzerland; and what is peculiar there as regards dress?

2. What are the chief articles of cultivation in the West Indian Islands? State the other products of those islands that are worthy of notice.

3. State the grounds upon which all men are called upon to obey the commands given in the moral law, and the sanction added thereto.

4. What is a fable? Give the titles of three of those in the Third Book of Lessons, and state the moral inculcated in each.

5. What is the peculiarity of the animals known as the "Rodentia"? Give a short account of any animal belonging to this class.

Arithmetic.—1. Define the terms—Factors, Multiple, Aliquot Parts, Prime Numbers; and divide eight million fourteen thousand tons, nine cwt., three qrs., and eight lbs. by $7\frac{1}{8}$.

2. Find by practice the rent of 107 acres 3 roods and 17 perches at £1 3s. 9d. per acre.

3. How much butter at 11d. per lb. should go to purchase $11\frac{3}{4}$ yards of cloth at 2s. 7d. per yard?

4.—(a). Add together $\frac{2}{3}$ of a cwt., $\frac{3}{4}$ of a quarter, and $\frac{3}{4}$ of a stone.

(b). From $\frac{3}{4} - \frac{2}{8}$ subtract $\frac{1}{5}$ and divide the remainder by $\frac{7}{8}$.

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nations.

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5. Make up the following bill of parcels :—

19½ lbs. at 5s. 7d. per lb.

28 lbs. at 8½d. per lb.

11 lbs. 5oz. at 4½d. per oz.

C³.

Grammar.—1. Parse the following :—"If a single thread is touched by any insect, she feels it vibrate."

2. Give examples of adverbs compared regularly and irregularly.

3. Write out the names of the auxiliary verbs, and say which of these are also used as principal verbs.

4. Give words similarly pronounced with the following, adding the meaning of each :—*brays, chuff, cobble, gauge, and room.*

5. Show by at least three examples the different ways in which the apostrophe may be used to mark the possessive.

Geography.—1. Give the boundaries of Greece, and mention its three great divisions.

2. Name the two principal towns in the Balearic Islands.

3. Describe the appearance, dress, and customs of the Arabs.

4. Why are there not two eclipses every month—one of the sun at new moon, and another of the moon at full moon?

5. Where are the following places situated?—*Aden, Friburg, Ostend, and Presburg.*

Lesson Books.—1. Describe the plain of Lombardy. What are the productions? What is the capital?

2. Name the principal native tribes in the vicinity of the Cape of Good Hope? Give a brief description of each.

3. State the subjects of the several lessons on Money Matters contained in the Third Book, and give a summary of any one of them.

4. Enumerate the several obstacles that interrupted the progress of the Israelites in their journey from Egypt, and state how they were enabled to overcome them.

5. State and illustrate some of the moral lessons that may be deduced from the story in Sequel No. 1, entitled "The History of a Penny."

Arithmetic.—1. From the product of 12 and 9 subtract their sum and divide the remainder by 7½.

2. A person's daily income is £1 15s., and his quarterly expenditure is £135 10s.; how much does he save in seven years?

3. From the ⅔ of a lb. Troy weight, subtract 2⅔ oz., and divide the remainder by ⅔.

4. A person bought one piece of cloth measuring 150 yards at 3s. 4d. per yard, and 130 yards more at 4s. 6d.; what does he gain or lose by selling the 270 at 4s. per yard?

5. Make up the amount of the following articles in the form of a bill :—

179 articles at 1s. 7¾d. per dozen.

1 cwt. 3 qrs. 12 lbs. at 17s. 8d. per cwt.

3 cwt. 1 qr. and 7 lbs. potatoes at 7d. per stone.

C⁴.

Grammar.—1. Parse the following :—"Some islands which our ships have visited produce no iron."

2. Give some examples of the different forms that the past or imperfect tense assumes.

3. What classes of adjectives of two syllables admit of being compared by the terminations *er* and *est*? Appendix G.

4. Write out some words similarly pronounced with the following, giving the meaning of each :—*call, fawn, prize, sight, and stair*. Questions proposed at the Examinations.

5. Name the four classes of pronouns included under the name *pronominal adjectives*, and say by what other name these classes are known. Female Teachers.

Geography.—1. Explain the causes of the earth's *annual* motion. Illustrate your answer by a diagram.

2. On what rivers are the following places built?—*Athlone, Bristol, Bourdeaux, and Oporto*.

3. State the area and estimated population of European Russia.

4. Draw a neat outline map of the county in which your school is situated, marking on it the positions of the principal towns and rivers.

5. Describe the positions of any two of the following places : *Revel, Lemberg, Toulon, and Cagliari*.

Lesson Books.—1. To what other city in Europe has Venice a resemblance ; and why ?

2. Compare Canada West with Canada East, (1) as to physical features, and (2) as to inhabitants ; and give the chief towns of each.

3. How is Winter represented in the lesson entitled "The Mask of Nature?"

4. Give a short account of the life of Moses, from the time that he fled from Egypt till the time of his return to deliver his countrymen.

5. What are the several animals treated of in the Natural History lessons in the Third Book, not belonging to the "Mammalia."

Arithmetic.—1. From 10,000,506 subtract nine million nine thousand eight hundred and seven, and divide the remainder by 8½.

2. A person whose daily income is £1 10s. saves £200 in three years ; what is his quarterly expenditure ?

3. If four men can do a piece of work in 8 days of 10 hours each, in how many days of 12 hours each would 6 men do the same ?

4. Define the terms, Ratio, Proportion, Common Measure.

5. Make up the amount of the following articles in the form of a parcel :—

23¾ yards at 13s. 9d. per yard.

14 lbs. 3 oz. of tea at 5s. 6d. per lb.

17 lbs. of sugar at 8½d. per lb.

1 cwt. 0 qr. 11 lbs. at 18s. 6d. per cwt.

No. 3.—*Dictation Exercise*.—To lessen that disdain with which scholars are inclined to look on the common business of the world, and the unwillingness with which they condescend to learn what is not to be found in any system of philosophy, it may be necessary to consider that, though admiration is excited by abstruse researches and remote discoveries, yet pleasure is not given nor affection conciliated but by softer accomplishments and qualities more easily communicable to those about us. He that can only converse upon questions about which but a small part of mankind has knowledge sufficient to make them curious, must lose his days in unsocial silence, and live in the crowd of life without a companion. He that can only be useful on great occasions may die without exerting his abilities, and stand a helpless spectator of a thousand vexations, which fret away happiness, and which nothing is required to remove but a little dexterity of conduct and readiness of expedients. Dictation Exercise.

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Dictation
Exercise.

No degree of knowledge attainable by man is able to set him above the want of hourly assistance, or to extinguish the desire of fond endearments and tender officiousness ; and, therefore, no one should think it unnecessary to learn those arts by which friendship may be gained. Kindness is preserved by a constant reciprocation of benefits or interchange of pleasure, but such benefits can only be bestowed as others are capable of receiving, and such pleasures only imparted as others are qualified to enjoy.

(a.) Mischievous.

(b.) For grief was heavy at his heart,
And tears began to flow.

Written as specimens (a) of large, and (b) of small hand.

Paid
Monitors.

No. 4.—PAID MONITORS.

First and Second Years.

Grammar.—1. Parse each word separately of the following sentence:—
“The stem may be called the body or column of the plant.”

2. Write out the rule of syntax exemplified in the word “column” in the above sentence.

3. (a) State the three methods of distinguishing the gender of nouns.

(b) Give the feminine form of each of the following :—*hero, testator, sloven.*

4. (a) Explain how the passive voice of a verb is formed, giving an example.

(b) State what class of verbs cannot be made passive.

5. Write out in correct form the three persons, singular and plural, of the *perfect indicative active* and the *perfect indicative passive* of the verb “to smite.”

Geography.—1. (a) Define the term *gulf* ; and (b) explain where each of the following gulfs is situated :—*Obi, Maracaybo, Petcheli, Sidra, and Lepanto.*

2. Name the islands off the east coast of Africa, and also those off the west coast.

3. What proportion of the *land* on the surface of the globe does each of the five great divisions of the land contain ?

4. As regards Ireland—(a) state its boundaries, and the parallels and meridians between which it lies ;—(b) name the rivers which rise in the Slieve Bloom Mountains, and describe their respective courses, mentioning one or two towns on each.

5. (a) State how *India beyond the Ganges* is divided ; (b) name the British possessions in that peninsula.

Lesson Books.—1. Explain, as you would to a Second Class, the *moral* of the story of the “*Two Gardens*” in the Second Book.

2. To what class of animals do the leopard and panther belong ? In what respect do they differ ?

3. Enumerate the several peculiarities, as given in the Fourth Book of Lessons, which distinguish *insects properly* so called from other animals.

4. (a) Explain what “*it*” stands for in the following stanza ;—(b) and name the piece of poetry from which it is taken :—

*It never fades, it ne'er grows old,
Nor fears the rain, nor moth, nor mould ;
It takes no spot, but still refines ;
The more 'tis worn, the more it shines.*

5. As an exercise in *composition*, write out, in your own words, a brief narrative, embracing as much of the history of Abraham as is given in the Second Book of Lessons.

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nations.

Arithmetic.—1. (a) Write out neatly and in proper form the table of long or linear measure ;—(b) find what is the length in *Irish* miles of a road which measures 48 *English* miles.

2. £276 10s. 6d. having been divided unequally between John and James, John's share was found to exceed James's by £10 8s. 4d. How much did each receive ?

3. 100 parts of gunpowder are composed of 76 parts nitre, 14 parts charcoal, and ten parts sulphur. How much of each ingredient is used in 1 cwt. of gunpowder.

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Monitors.

4. If $\frac{2}{3}$ lb. cost £7, what will $\frac{1}{6}$ stone cost ?

5. If the rent of a farm of 15A. 3R. 10P., *Statute* measure, be £49 16s. 5d., what should be the rent of a farm of 21A. 1R. 20P., *Irish* measure ?

Third and Fourth Years.

Grammar.—Parse the following sentence, supplying the ellipsis :—"The first thing you would see, on landing at Calais, would be crowds of fishwomen standing about the pier."

2. Write out the rule of syntax exemplified in the word "crowds" in the above sentence.

3. (a) State fully when the plural of nouns is formed by adding "es" to the singular. (b) Write out the plural of each of the following nouns :—*dogma, genus, vertex.*

4. Explain why the Latin comparatives, *prior, exterior, &c.*, are not to be considered as such in English.

5. "The past tense has three forms." (a) Distinguish them, giving an example of each ; and (b) explain, as you would to a class, why each is so called.

Geography.—1. Of the entire population of the globe—(a) state what proportions are Christian, Mahometan, and Pagan, respectively ;—(b) state also the proportion belonging to each of the five great divisions of the land.

2. Name the rivers which take their rise in the Wicklow Mountains, and describe their respective courses, mentioning any town of importance built upon each.

3. As regards Europe—(a) state its boundaries, length, breadth, population, and area ;—(b) state also the parallels and meridians between which it lies ;—(c) name the states which the *middle* regions of Europe comprise, giving the capital of each.

4. Give the dates of the following events in the history of Britain—(a) the first Roman Invasion, under Julius Cæsar ;—(b) the second Roman Invasion, in the reign of Claudius ;—(c) the Saxon Invasion, under Hengist and Horsa ;—(d) the Danish Invasion ;—(e) the Norman Invasion.

5. (a) Draw out neatly such a diagram as you think would give a class an idea of the elliptical form of the earth's orbit ;—(b) mark the position of the sun, and also the perihelion, aphelion, and equinoctial points.

Lesson Books.—1. The following words and phrases occur in the lesson on the *Wolf* in the Third Book. Explain each of them as you would to a Third Class ; (a) "*internal structure* ;"—(b) "*extension of agriculture* ;"—(c) "*sanguinary disposition* ;"—(d) "*ecstasy* ;"—(e) "*extirpated* ;"—(f) "*tractable*."

2. State how flax and hemp differ—(a) as regards size and appearance ;—(b) as regards the uses to which their fibrous parts are applied.

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nations.

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3. (a) Write out the *second* stanza of the poem on the "Nautilus," in the Third Book ; and (b) show that some of the statements in it are erroneous.

4. State what is said of the Peruvians and Patagonians in the lesson on "South America," in the Fourth Book.

5. As an exercise in *composition*, write out, *in your own words*, the substance of the lesson on "New Holland," in the Fourth Book, describing its geographical position, its climate and seasons, its trees and fruits, its animals, and its mineral productions.

Arithmetic.—1. (a) Explain, as you would to a class, what are *prime* numbers, and what are *composite* numbers ;—(b) arrange the following numbers in two columns, placing those that are *prime* in one column, and those that are *composite* in the other ;—13, 16, 19, 21, 39, 49, 53, 63, 101, 104.

2. Find what principal at 5 per cent. will produce the same annual interest as £480 at $4\frac{1}{2}$ per cent.

3. James can perform a piece of work in 21 days, which John could do in 24 days, and William in 28 days. In what time could the three working together do it ?

4. Extract the square root of 58352.74.

5. How much pure gold, and how much alloy, are contained in 1,869 sovereigns, the weight of a sovereign being 5 dwt. $3\frac{1}{2}\frac{1}{2}$ grs. and 1 lb. Troy of standard gold being composed of 11 oz. pure gold, and 1 oz. alloy ?

Algebra, Geometry, Mensuration.—1. (a) State and explain the rule regarding the signs of the quotient in algebraic division.

(b) Divide $12x^4 - 26x^3y - 8x^2y^2 + 10xy^3 - 8y^4$ by $3x^2 - 2xy + y^2$.

2. Enumerate and prove the twentieth proposition of the First Book of Euclid's Elements.

3. (a) Explain what is meant by the sector of a circle ;—(b) give two rules for finding the area of a sector, and an example under each.

4. A and B play together for a stake of 12s. If A win, he will have thrice as much money as B ; but if he lose, he will have only twice as much. How much money had each when commencing the game ?

5. Given any two unequal right lines. Prove that the difference of their squares is equal to the rectangle under their sum and difference.

Paid
Monitresses

No. 5.—PAID MONITRESSES.

First and Second Years.

Grammar.—1. Parse separately the words of the following sentence :—*"Their government is a limited monarchy, which has already been described."*

2. Write out the rule of Syntax, referring to the *number* and *person* of "which" in the above sentence.

3. Write out in proper form the declension of the pronoun of the second person.

4. (a) Explain what is meant by the *conjugation* of a verb ; and (b) conjugate each of the following ;—*shear, choose, thrive.*

5. (a) Explain how the *present perfect* tense of a verb is formed, and why it is so called. (b) Write out in proper form the three persons, singular and plural, of the *present-perfect progressive* of the verb "to walk."

Geography.—Explain how a channel and sound differ respectively from a strait; and state where *Nootka Sound* and the *Channel of Tartary* are. Appendix G.
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nations.

2. State the boundaries of Africa, its length, breadth, area, and population; and mention the countries comprised under the name "*Region of the Nile*." Paid
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3. Name in order the seas and gulfs on the east coast of Asia, commencing from the north.

4. As regards Ireland—(a) name in order the maritime counties of Ulster, with the two most important chief towns of each; (b) show that "Ireland possesses many natural advantages for commerce."

5. Name the countries of Asia subject to Turkey, with the chief towns of each.

Lesson Books.—1. State where the following animals are found:—the lion, the tiger, the white bear, the leopard, and the panther.

2. State whence rice-paper is exported, what it is manufactured from, and what use is made of it.

3. (a) Name the six orders of birds, as given in the Sequel No. 2; and (b) explain how the different orders are distinguished from one another.

4. Give the substance of the description of the *bam'boo* in the Lesson on Plants in the Fourth Book, stating where it grows, the peculiarity of its stem, the height to which it grows, and the different uses to which it is applied.

5. As an exercise in *composition*, write out, *in your own words*, a brief narrative embracing as much of the history of Noah as is given in the Second Book of Lessons.

Arithmetic.—1. (a) Write out neatly and in proper form the table of Troy weight.

(b) Find the difference in grains between a pound Troy and a pound avoirdupois.

2. Divide £9,802 18s. 6d. by 8½ in the shortest way you can, and prove the answer.

3. If 11 cwt. 3 qrs. were bought for £18 16s., and sold for £23 17s. 10d., how much was gained per cwt.?

4. Find by practice the price of 17 cwt. 3 qrs. 21 lbs. at £3 17s. 6d. per cwt., employing *only one aliquot part*.

5. If 112 lbs. of bread suffice for 7 men during the month of February, how much will suffice for 5 men during the month of March, each man's rations being the same in both months?

Third and Fourth Years.

Grammar.—1. Parse the following sentence:—"These fibres, which are also called radicles, commonly die in the winter."

2. Write out the rule of Syntax referring to the case of "which" in the above sentence.

3. Write out in proper form the positive, comparative, and superlative of at least three adjectives that are compared *irregularly*.

4. Explain the three cases in which *participles* may be regarded as *adjectives*, giving an example of each.

5. Explain, as you would to a class, what is meant by *simple parsing*, *Etymological parsing*, and *Syntactical parsing*.

Geography.—1. Name the principal branches of the Indian and Arctic Oceans, and state why the Antarctic Ocean has no branches.

2. Name the islands of Ireland, stating the position of each.

Appendix G.

Questions
proposed at
the Exami-
nations.

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Monitresses

3. As regards Asia :—(a) state its boundaries, length, breadth, population, and area ;—(b) state also why it is said to be “ in many respects the most interesting of the great divisions of the globe ;”—(c) Name the country in which each of the following towns is situate :—*Shiraz, Bagdad, Kelat, Damascus, and Erzeroum.*

4. Explain how *Northern Germany, Middle Germany, and Southern Germany* differ as regards—(a) natural features ; (b) soil ; and (c) climate.

5. Explain how the distance in *Statute miles* between any two places on a globe or map may be ascertained in each of the following cases :—

(a) When two places are on the same *meridian*.

(b) When they are on the same *parallel*.

(c) When they are on different *parallels* and different *meridians*.

Lesson Books.—1. The following words and phrases occur in the lesson on the “ Dog” in the Third Book. Explain each of them as you would to a Third Class :—(a) “ *disarming resentment* ;”—(b) “ *protruded or retracted* ;”—(c) “ *peculiar to the British Islands* ;”—(d) “ *natural antipathy* ;”—(e) “ *inveterate* ;”—(f) *sheath*.”

2. Give some account of the most remarkable of the birds and quadrupeds of *Guiana*.

3. What facts are stated in the lesson on “ *Metals*,” in the Fourth Book, to show :—(a) that gold is the most *malleable* of the metals ; (b) that *platina* is the most *ductile* ; and (c) that *mercury* is the most *fusible* ?

*Waft, waft, ye winds, his story,
And you, ye waters, roll,
Till, like a sea of glory,
It spreads from pole to pole.*

(a) What is meant by “ *his story*,” in the first line of the above stanza ?
(b) Is “ *roll*,” in the second line, a transitive or an intransitive verb ? and if transitive, what is its object ?

(c) What does “ *it*” stand for in the fourth line ?

5. As an exercise in *composition*, write out, in *your own words*, the substance of the lesson on “ *Peter the Great*,” in the Fourth Book ; stating—(a) the date of his birth, and also that of his accession to the throne ;—(b) the condition of the *Russians* at that time ;—(c) the efforts he made to civilize his subjects and improve the country.

Arithmetic.—1. Explain what is meant by—(a) the *factors* of a number ;—(b) a *measure* of a number ;—(c) a *multiple* of a number ;—(d) the *greatest common measure* ;—(e) the *least common multiple*.

2. How many square yards are there in a field 1,728 feet 6 inches long, and 125 feet wide ?

3. What is the *least common multiple* of 12, 26, 56, 182 ?

4. What principal will produce as much interest in $3\frac{1}{4}$ years as £210 will produce in $5\frac{1}{3}$ years ?

5. The money paid in silver coins at the doors of the Great Exhibition in London in 1851, amounted to £275,000. What was the weight of this money in cwt.s. qrs., &c., *Avoirdupois*,—1 lb. *Troy* of standard silver being coined into 66 shillings ?

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